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STATE COLLEGE

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LOWELL



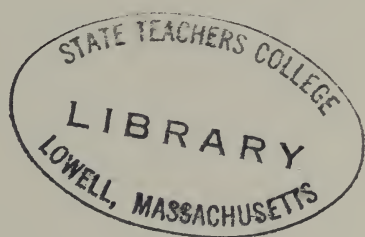
CATALOG: 1966-1967

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CATALOG: 1966-1967

The college seal, reproduced on the back cover, reflects the purpose of the institution, the particular academic pursuits to which it is committed, and the authority from which it derives.

The design over the shield, like the motto which supports it, reinforces the ideas systematically developed on the shield itself. Over the shield is the blazing torch, the symbol of truth, and the name of the college. Supporting the shield is the motto "Vitai Lampada Tradunt" ("They pass on the torch of life"), a phrase taken from the *De Rerum Natura* of Lucretius.

In the center of a rightward bar, is the seal of the Commonwealth from which the authority of the college to grant degrees derives. In the right and left sectors of the tripartite shield are a book and a lyre, symbolizing both the chief interests of the college and the Platonic means through which learning is achieved. The book symbolizes the disciplines of education and the arts, the dialectical pursuit of truth, and the means of preserving knowledge, and the lyre symbolizes the discipline of music and the harmony of all knowledge in ideal truth. Thus, the book and the lyre together indicate the means by which truth is served and pursued.

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 M.H.L., Jewish Theological Seminary
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FACULTY FOR APPLIED MUSIC

- | | |
|------------------|------------|
| DEAN BOUZIANIS | Voice |
| FREDERICK BUDA | Percussion |
| MARGARET CHALOFF | Piano |
| DEAN FARNHAM | Brass |
| OLIVE FLAGG | Piano |
| FRANK GAVIANI | Accordion |
| WILLIAM GRASS | Woodwinds |
| DOROTHEA JUMP | Strings |
| CALVIN LINBLAD | Piano |
| INCE LINBLAD | Piano |
| HAZEL O'DONNELL | Voice |
| NATALA PAELLA | Brass |
| DONALD SMITH | Piano |
| RICHARD SUMMERS | Woodwinds |
| WILLIAM WRZESIEN | Woodwinds |
| MILDRED ZUCKER | Piano |

COLLEGE STAFF

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IRENE BOURGET O'LOUGHLIN, R.N.	<i>College Nurse</i>
MARION B. ATHERTON	<i>Financial Records</i>
BARBARA BURKE	<i>Records Clerk</i>
GRACE McNULTY	<i>Financial Records</i>
BEATRICE L. MEAGHER	<i>Secretary to the President</i>
DOROTHEA PROVENCHER	<i>Financial Records</i>

ACADEMIC CALENDAR

FALL SEMESTER, 1966

September	6-9	Freshman Week
	12	First meetings of classes
October	12	Columbus Day: no classes
November	11	Veterans' Day: no classes
	24-25	Thanksgiving recess
December	19	Christmas recess begins
January	3	Resumption of classes
	13	Final meetings of classes
	16	Reading day
	17	Examinations in courses begin
	23	Examinations in courses end
	24-27	Winter recess

SPRING SEMESTER, 1967

January	31	First meetings of classes
February	22	Washington's Birthday: no classes
March	24	Spring recess begins
April	3	Resumption of classes
	19	Patriots' Day: no classes
May	25	Final meetings of classes
	26	Reading day
	29	Examinations in courses begin
	30	Memorial Day: no examinations
June	2	Examinations in courses end
	4	Baccalaureate
	4	Commencement

THE COLLEGE

EDUCATIONAL AIMS

The educational design which the college provides for its students is based upon the conviction that the primary purpose of education is intellectual development and that it is best achieved through a broad, liberal education. This then encourages the development of one's capacities as a person and helps to secure a reasoned use of freedom in an increasingly complex society.

Liberal education is not concerned with the mere acquisition of knowledge. Rather, its purpose is to aid the individual to develop, in terms of his capacity, an inquiring and independent mind and critical judgement. It stresses the ability to use knowledge with wisdom, perceiving its inherent principles and relationships. It provides experiences which contribute to strength of character and to a sense of personal responsibility. Liberal education further seeks to broaden perspective and understanding, to develop an increasing awareness of the fundamental values underlying civilization and culture, and of the basic problems of man and society.

These qualities are needed by individuals who have been endowed with intellectual ability and who have a responsibility to develop and use it effectively, not only for their personal benefit but also for that of others. We live in a society whose potentialities and limitations we ignore at our peril, and whose heritage we must know if we are to conserve those values, principles, and institutions essential to individual and social welfare in a free society.

Implicit in the educational design is the belief that a liberal education not only enhances a way of life but also serves as a firm foundation upon which the specialization demanded by our culture is developed. Professional or specialized education is more productive when intellectual capacities have been developed, when reasoned thinking prevails, when ideas and conclusions are expressed clearly, and when students comprehend the nature of the world in which they must live and the purposes for which they strive.

The college recognizes that its students vary in their aptitudes and interests and that they aspire ultimately to differing careers. Accordingly, it incorporates in its educational design specialized or professional education. The purpose here is to educate the individual in the basic fields of knowledge relevant to his career, to lead him to acquire an understanding of its fundamental principles and procedures, and to provide experiences wherein he may exercise reason and judgment and apply critical analysis in the solution of problems which arise in and are pertinent to his chosen career.

ACADEMIC STATUS

The academic excellence of a college is symbolized by its accreditations; it is dependent upon the qualitative standards which the college demands of itself, its faculty, and its students.

This college is a fully accredited member of the New England Association of Colleges and Secondary Schools, and is accredited by the National Council of Accreditation for Teacher Education.

In addition, it is a member of the American Association of Colleges for Teacher Education, the Eastern States Association of Professional Schools for Teacher Education, the American Association of University Women, and the Association of State Colleges and Universities.

Accreditation indicates to a student that this college is recognized and approved by select regional and national associations concerned with the quality of higher education. It also assures him that study undertaken here has transfer value to other institutions of higher learning and that the degree earned here will be an asset upon entrance to a career and in seeking admission to graduate study at any other college or university.

THE CAMPUS

The college campus has a commanding view of the winding Merrimack River which it overlooks and borders in Lowell, a city located twenty-five miles northwest of Boston. From the northern Pawtucket Street boundary which parallels the river, the twenty acre campus sweeps upward, is bisected by Broadway, and continues in a southerly direction.

FACILITIES

At present, the facilities of the college include the following buildings:

HUMANITIES. Located in the center of the campus, this building houses the offices of the President, the Academic Dean, the Director of Admissions, the Dean of Women, and administration. In addition, this building contains such facilities as a student lounge, a dining hall, language laboratories, classrooms, a music instruction center, offices of the Departments of Languages and of Music, and a closed circuit television studio.

SCIENCE. This building is designed with a central structure and two wings. The central part contains biology, physics, and chemistry laboratories, classrooms, and offices of the Departments of Biology and of Physical Science. One wing contains the gymnasium, offices of the Department of Health and Physical Education, and the health service office. The other wing houses the Little Theater.

EDUCATION. A large, three-storied building, it contains classrooms, an art studio, and offices of the Departments of Art, Education, English, and History.

LIBRARY

The college library is located on the main floor of the Humanities building. It contains a spacious reading room with an adjoining reference section, a reserve book area, and an open shelf stack room. Adjacent to the reading room is a current periodical reading and browsing room.

The library houses a collection of 35,000 volumes and has a potential capacity of 50,000 or more. Also available to students and faculty are 175 periodical titles, microfilms, and a microfilm reader. It supervises a special collection of several hundred pieces of choral, band, and orchestral works for the Massachusetts Music Educators Association. The services of the library include the loan of books, pamphlets, filmstrips, and recordings to registered borrowers.

The Curriculum Materials Center is also located in the library. This educational resources center contains textbooks for both the elementary and secondary levels, literature for children and adolescents, a test collection, curriculum guides, and other materials of value to students preparing to teach.

RESIDENCE HALLS

Facilities for resident living on campus are available, at the present time, for women students. The Women's Residence Hall is a modern structure which provides very comfortable and attractive accommodations for 180 students. Ninety single and forty-five double rooms are available. This residence hall is located at the northern end of the campus and overlooks the Merrimack River.

The college regulations concerning off-campus living accommodations for men are presented in the chapter entitled *Personnel Services*.

OFF-CAMPUS FACILITIES

A very important aspect of the college's program is its off-campus facilities for students who are enrolled in degree curricula which prepare for teaching in the elementary and secondary schools.

Professional experiences, including student teaching, are provided in Lowell and in twenty-four cooperating school systems in Massachusetts.

The school systems which cooperate in the Elementary Education Student Teaching program are: Acton, Andover, Bedford, Burlington, Chelmsford, Concord, Haverhill, Lexington, Littleton, Medford, Methuen, North Andover, Pepperell, Tewksbury, Tyngsboro, Wakefield, Westford, and Wilmington.

These school systems cooperate in the Secondary Education Student Teaching program: Acton, Bedford, Burlington, Chelmsford, Wakefield, and Westford.

Cooperating in the Music Education Student Teaching program are the following school systems: Acton, Arlington, Bedford, Billerica, Burlington, Haverhill, Lawrence, Leominster, Maynard, Tewksbury, Wilmington, and Winchester.

HISTORY

The college was established by the legislature of the Commonwealth of Massachusetts on January 6, 1894. Reflecting the educational philosophy and objectives of that era, the institution so created was named the Massachusetts State Normal School at Lowell. Its purpose was the education of teachers; its program was a two year one in Elementary Education.

The scope of the curriculum was expanded in 1912 when a three-year program in Music Education was initiated. No further change was effected until 1927. At that time, the curriculum in Elementary Education was broadened and extended to a three-year program. At the same time, a significant change was made in the curriculum in Music Education and its program was developed into a four-year degree one. The first degrees were awarded in 1928.

Again reflecting the impact of social change and the professionalization of teacher education, the institution was granted, in 1932, a change of status to that of a four-year college. Accordingly, it was vested with the authority to confer degrees. It then became the State Teachers College at Lowell with the right to confer the degree of Bachelor of Science in Education upon students majoring either in Elementary Education or in Music Education.

Further evidence of its growth occurred in 1959 when a program designed for students preparing to teach in the secondary school was inaugurated. In retrospect, the development of the college reveals its constancy of purpose and its continuous concern for the improvement of teacher education.

It was inevitable, however, that the singular concern of this publicly-supported college be evaluated in light of the demands made upon higher education. Effective in 1960, this college was designated the State College at Lowell and was authorized to expand its function and its degree programs.

DEGREE PROGRAMS

EDUCATIONAL DESIGN

The design basic to all degree curricula consists of a two-fold program of liberal education and a concentration within a particular field of study. This concentration enables the student to acquire the values that accrue from studying in depth a certain area of knowledge and to achieve such mastery in it that he will be able to manipulate its concepts and skills with independence and judgment.

To insure the values of liberal education and a unifying intellectual experience for all students, the educational design also provides a required core of studies. Its purpose is to enable the student to acquire a breadth of knowledge of our cultural and scientific heritage, and the ability to relate and assess the principles and values contained therein critically and independently.

This program of studies in the liberal arts, commonly referred to as general education, is required in each of the degree curricula. It serves as a foundation for further study and assures an integrative experience among educated men and women. Regardless of the individual choice of concentration, all students will secure an understanding of the literary and fine arts which record man's insights into experience; the organizations and institutions of society and of man's role therein; the social, economic, political, and moral principles of the democracy in which they live; the import for the modern world of scientific developments; and the role of philosophy in the solution of man's problems.

In the degree programs which prepare for teaching in the elementary or secondary school, the design not only provides for liberal education and a concentration within an academic discipline but also for professional education. In the latter, the prospective teacher acquires knowledge of the philosophical and psychological bases of education, and develops critical judgment relative to the purposes of instruction and the manner in which they shall be accomplished.

BACHELOR OF SCIENCE IN EDUCATION:
ELEMENTARY EDUCATION

This degree program is designed for men and women who plan a career in teaching in the public elementary schools. The crucial influence of teaching as well as the complex nature of instruction in the elementary school calls for a teacher whose college education is both broad and rigorous. He must be able to teach ideas and concepts from the several academic disciplines and to synthesize them on a level and in a manner which children can comprehend.

The plan of studies includes the following requirements:

General Education	88 semester hours
Concentration and		
Professional Education	. . .	33 semester hours
Health and Physical Education	. .	3 semester hours
Total		<hr/> 124 semester hours

GENERAL EDUCATION: *English language* (6 sem. hrs.), *Humanities* (19 sem. hrs.), *History* (12 sem. hrs.), *Government* (3 sem. hrs.), *Geography* (3 sem. hrs.), *Psychology* (3 sem. hrs.), *Science* (12 sem. hrs.), *Mathematics* (6 sem. hrs.), *Electives* (24 sem. hrs.).

CONCENTRATION AND PROFESSIONAL EDUCATION: *Elementary Education* (16 sem. hrs.), *Philosophy* (3 sem. hrs.), *Psychology* (6 sem. hrs.), *Student Teaching* (8 sem. hrs.).

BACHELOR OF SCIENCE IN EDUCATION: ELEMENTARY EDUCATION

FRESHMAN YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
En. 101	English Composition	3
Hi. 101	Western Civilization to 1700	3
Bi. 101	General Biology I	3
Ma. 101	General Mathematics I	3
	Elective	3
Hp. 101	Physical Education I	½
		15½

Spring Semester

En. 121	Literary Heritage I	3
Hi. 102	Western Civilization since 1700	3
Bi. 102	General Biology II	3
Ma. 102	General Mathematics II	3
	Elective	3
Hp. 102	Physical Education II	½
		15½

SOPHOMORE YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
En. 122	Literary Heritage II	3
Mu. 111	Music Experiences I	2
Hi. 121	History of the United States to 1865	3
Py. 101	Physical Science I	3
Ps. 101	General Psychology	3
	Elective	3
		17

Spring Semester

En. 201	History of the English Language	3
Mu. 112	Music Experiences II	2
Hi. 122	History of the United States since 1865	3
Py. 102	Physical Science II	3
	Elective	3
Ed. 201	Child Growth and Development	3
		17

BACHELOR OF SCIENCE IN EDUCATION: ELEMENTARY EDUCATION

JUNIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Ed. 311	The Teaching of Reading: Elementary School . .	2
Ed. 312	The Teaching of Language Arts: Elementary School . .	2
Ed. 313	The Teaching of Arithmetic: Elementary School . .	2
Ed. 271	Educational Measurement	3
Ed. 281	Philosophy of Education	3
	Elective	3
		<hr/> 15
<i>Spring Semester</i>		
Ed. 314	Instructional Materials in Selected Areas of the Elementary Curriculum	5
Ed. 315	Observation of Children: Elementary School . .	
Ed. 451	Student Teaching: Elementary School	8
		<hr/> 13

SENIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Ed. 411	Seminar in Education	2
Ed. 412	Education of Exceptional Children	3
En. 123	Literary Heritage III	3
Ge. 101	Principles of Geography	3
Hp. 112	Advances in Health Sciences	2
	Elective	3
		<hr/> 16
<i>Spring Semester</i>		
Ar. 101	History and Appreciation of Art	3
Mu. 101	Music of Western Civilization	3
Go. 101	United States Government	3
	Elective	3
	Elective	3
		<hr/> 15

124 semester hours required
for the B.S.Ed. degree.

BACHELOR OF ARTS: ENGLISH

Two programs are offered for students who select a concentration in English.

The first, *Plan A*, is for students who are interested in a career in teaching English in the public secondary schools. Teaching in the secondary school demands that an individual be far more than a specialist in subject matter. First, he must have a broad knowledge of the cultural history of man; second, he must possess a thorough background in his chosen academic field of English; and third, he must understand and be capable of assuming leadership of youth.

The second, *Plan B*, is designed for students who are interested in careers in publishing, journalism, advertising, radio and television; or who plan graduate study in English leading ultimately to a career in teaching at the college level.

The plan of studies includes these requirements:

	<i>Plan A</i>	<i>Plan B</i>
General Education	45	45 sem. hrs.
Modern Language	12	12 sem. hrs.
Concentration in English	42	45 sem. hrs.
Related fields	9	18 sem. hrs.
Professional Education	18	sem. hrs.
Health and Physical Education	1½	1 sem. hrs.
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Total	127½	121 sem. hrs.

GENERAL EDUCATION: *English language* (3 s.h.), *Humanities* (12 s.h.), *History* (12 s.h.), *Government* (3 s.h.), *Psychology* (3 s.h.), *Science* (6 s.h.), *Mathematics* (3 s.h.), *Electives* (3 s.h.).

MODERN LANGUAGE: *French, Italian, or Spanish* (12 s.h.).

CONCENTRATION IN ENGLISH: *Language* (*Plan A*, 12 s.h.; *Plan B*, 3 s.h.), *Literature* (*Plan A*, 30 s.h.; *Plan B*, 42 s.h.).

RELATED FIELDS: *English History* (6 s.h.), *Electives* (*Plan A*, 3 s.h.; *Plan B*, 12 s.h.).

PROFESSIONAL EDUCATION: *Plan A only. Teaching of English* (3 s.h.), *Philosophy* (3 s.h.), *Psychology* (6 s.h.), *Student Teaching* (6 s.h.).

BACHELOR OF ARTS: ENGLISH

FRESHMAN YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>	
		<i>Plan A</i>	<i>Plan B</i>
En. 101	English Composition	3	3
	Foreign Language	3	3
Hi. 101	Western Civilization to 1700	3	3
Bi. 101	General Biology I	3	3
Ma. 101	General Mathematics I	3	3
Hp. 101	Physical Education I	½	½
		15½	15½

<i>Spring Semester</i>			
En. 211	Types of Literature	3	3
	Foreign Language	3	3
En. 121	Literary Heritage I	3	3
Hi. 102	Western Civilization since 1700	3	3
Bi. 102	General Biology II	3	3
Hp. 102	Physical Education II	½	½
		15½	15½

SOPHOMORE YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>	
		<i>Plan A</i>	<i>Plan B</i>
En. 221	British Writers I	3	3
En. 231	American Writers I	3	3
Hi. 231	History of England to 1700	3	3
	Foreign Language	3	3
Mu. 101	Music of Western Civilization	3	3
		15	15

<i>Spring Semester</i>			
En. 201	History of the English Language	3	
En. 222	British Writers II	3	3
En. 232	American Writers II	3	3
Hi. 232	History of England since 1700	3	3
	Foreign Language	3	3
Ps. 101	General Psychology	3	3
		18	15

BACHELOR OF ARTS: ENGLISH

JUNIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>	
		<i>Plan A</i>	<i>Plan B</i>
En. 421	Shakespeare	3	3
En.	Elective		3
En. 202	Advanced Composition	3	
En. 203	Grammar and Linguistics	3	
Ph. 101	Introduction to Philosophy	3	3
Hi. 121	History of the United States to 1865	3	3
Go. 101	United States Government	3	3
		18	15
<i>Spring Semester</i>		<i>Sem. Hrs.</i>	
		<i>Plan A</i>	<i>Plan B</i>
En.	Elective	3	3
En.	Elective		3
Ed. 331	The Curriculum and Teaching of English	3	
Ed. 202	Psychology of Adolescence	3	
Ed. 272	Educational Measurement	3	
Ar. 101	History and Appreciation of Art	3	3
Hi. 122	History of the United States since 1865	3	3
	Elective		3
		18	15

SENIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>	
		<i>Plan A</i>	<i>Plan B</i>
En.	Elective		3
En.	Elective		3
En.	Elective		3
En. 301	Directed Studies	3	
En. 311	Literature for the Adolescent	3	
Ed. 461	Student Teaching of English: Secondary School	6	
	Elective		3
	Elective		3
		12	15
<i>Spring Semester</i>		<i>Sem. Hrs.</i>	
		<i>Plan A</i>	<i>Plan B</i>
En. 201	History of the English Language		3
En.	Elective	3	3
En.	Elective	3	3
Hi.	Elective	3	
Ed. 281	Philosophy of Education	3	
	Elective	3	3
	Elective		3
Hp. 111	Standard First Aid	½	
		15½	15

127½ sem. hrs. required
for the A.B. degree, *Plan A*;
121 sem. hrs., *Plan B*.

BACHELOR OF ARTS: HISTORY

Two programs are offered for students who select a concentration in history.

The first, *Plan A*, is for students who have a strong interest in history and who want a teaching career in it in the public secondary schools. Teaching in the secondary school calls for far more than a specialized knowledge of history. Such a teacher must not only have a thorough knowledge of his academic field but he must also have a broad understanding of the cultural history of man. In addition, he must possess an objective understanding of youth and a sound knowledge of those principles basic to competent teaching.

The second, *Plan B*, is designed for students who are interested in careers in government administration, public service, foreign service, journalism, or who wish to prepare for advanced study in law or college teaching.

The plan of studies includes the following:

	<i>Plan A</i>	<i>Plan B</i>
General Education	42	42 sem. hrs.
Modern Language	12	12 sem. hrs.
Concentration in History	42	48 sem. hrs.
Related fields	8	20 sem. hrs.
Professional Education	21	sem. hrs.
Health and Physical Education	1½	1 sem. hrs.
Total	126½	123 sem. hrs.

GENERAL EDUCATION: *English language* (3 s.h.), *Humanities* (18 s.h.), *Government* (3 s.h.), *Geography* (3 s.h.), *Psychology* (3 s.h.), *Science* (6 s.h.), *Mathematics* (3 s.h.), *Electives* (3 s.h.).

MODERN LANGUAGE: *French, Italian, or Spanish* (12 s.h.).

CONCENTRATION IN HISTORY: (*Plan A*, 42 s.h.; *Plan B*, 48 s.h.).

RELATED FIELDS: *Contemporary Problems* (2 s.h.); *Electives* (*Plan A*, 6 s.h.. *Plan B*, 18 s.h.).

PROFESSIONAL EDUCATION: *Plan A only. Teaching of History* (6 s.h.), *Philosophy* (3 s.h.), *Psychology* (6 s.h.), *Student Teaching* (6 s.h.).

BACHELOR OF ARTS: HISTORY

FRESHMAN YEAR

Fall Semester

			Sem. Hrs.	
			Plan A	Plan B
Hi. 201	The Ancient World		3	3
	Foreign Language		3	3
En. 101	English Composition		3	3
Bi. 101	General Biology I		3	3
Ma. 101	General Mathematics I		3	3
Hp. 101	Physical Education I		½	½
			15½	15½

Spring Semester

Hi. 202	The Medieval World		3	3
	Foreign Language		3	3
En. 121	Literary Heritage I		3	3
Mu. 101	Music of Western Civilization		3	3
Bi. 102	General Biology II		3	3
Hp. 102	Physical Education II		½	½
			15½	15½

SOPHOMORE YEAR

Fall Semester

			Sem. Hrs.	
			Plan A	Plan B
Hi. 211	Europe in Transition: 1300-1648		3	3
Hi. 221	American Colonial History		3	3
	Foreign Language		3	3
En. 122	Literary Heritage II		3	3
Ps. 101	General Psychology		3	3
	Elective		3	3
			18	18

Spring Semester

Hi. 212	The Old Regime and Revolution: 1648-1815		3	3
Hi. 222	The National Period		3	3
	Foreign Language		3	3
En. 123	Literary Heritage III		3	3
	Elective		3	3
			15	15

BACHELOR OF ARTS: HISTORY

JUNIOR YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>	
Hi. 311	Europe in the Nineteenth Century	3	3	
Hi. 321	United States in Mid-Nineteenth Century . .	3	3	
Hi.	Elective	3	3	
Ar. 101	History and Appreciation of Art	3		
Ph. 101	Introduction to Philosophy	3	3	
Go. 101	United States Government	3	3	
			<hr/>	<hr/>
			18	15
<i>Spring Semester</i>				
Hi. 312	Europe in the Twentieth Century	3	3	
Hi. 322	United States in the Twentieth Century . .	3	3	
Hi. 471	Ideology and World Affairs	3	3	
Ed. 202	Psychology of Adolescence	3		
Ed. 272	Educational Measurement	3		
	Elective			3
	Elective			3
			<hr/>	<hr/>
			15	15

SENIOR YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>	
			<i>Plan A</i>	<i>Plan B</i>
Hi. 492	Reading Seminar in United States History . .			3
Hi.	Elective			3
Ed. 332	The Curriculum and Teaching of History . .	3		
Ed. 421	Human Relations and Education	3		
Ed. 462	Student Teaching of History: Secondary School .	6		
Ar. 101	History and Appreciation of Art			3
	Elective			3
	Elective			3
			<hr/>	<hr/>
			12	15
<i>Spring Semester</i>				
Hi. 491	Reading Seminar	3	3	
Hi. 493	Coordinating Seminar	3	3	
Hp. 421	Contemporary World Health Problems . . .	2	2	
Ed. 281	Philosophy of Education	3		
Ge. 101	Principles of Geography	3	3	
	Elective	3	3	
Hp. 111	Standard First Aid	$\frac{1}{2}$		
			<hr/>	<hr/>
			17½	14

126½ sem. hrs. required for
the A.B. degree, *Plan A*;
123 sem. hrs., *Plan B*.

BACHELOR OF ARTS: BIOLOGY

This program is designed for students who wish to prepare for a career in teaching biology in the public secondary schools. Such a teaching career demands that an individual be far more than a specialist in subject matter. Not only must the teacher of biology be a competent scientist, but he must also be an educated man in the sense of possessing a sound, general knowledge of broad areas of human concern. In addition, he must have a thorough understanding of the youth he is to teach and of the principles underlying competent instruction.

The plan of studies includes these requirements:

General Education	44 semester hours
Modern Language	12 semester hours
Concentration in Biology	35 semester hours
Related fields	24 semester hours
Professional Education	20 semester hours
Health and Physical Education	1½ semester hours
Total	<hr/> 136½ semester hours

GENERAL EDUCATION: *English language* (3 s.h.), *Humanities* (12 s.h.), *History* (9 s.h.), *Psychology* (3 s.h.), *Science* (8 s.h.), *Mathematics* (6 s.h.), *Electives* (3 s.h.).

MODERN LANGUAGE: *French, Italian, or Spanish* (12 s.h.).

CONCENTRATION IN BIOLOGY: 35 s.h.

RELATED FIELDS: *Chemistry* (16 s.h.), *Physics* (8 s.h.).

PROFESSIONAL EDUCATION: *Teaching of Biology* (5 s.h.), *Philosophy* (3 s.h.), *Psychology* (6 s.h.), *Student Teaching* (6 s.h.).

BACHELOR OF ARTS: BIOLOGY

FRESHMAN YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Bi.	151	Biological Sciences I	4
Ch.	201	General Chemistry I	4
Ma.	201	Mathematical Analysis I	3
		Foreign Language	3
En.	101	English Composition	3
Hp.	101	Physical Education I	½
			<hr/> 17½
<i>Spring Semester</i>			
Bi.	152	Biological Sciences II	4
Ch.	202	General Chemistry II	4
Ma.	202	Mathematical Analysis II	3
		Foreign Language	3
En.	121	Literary Heritage I	3
Hp.	102	Physical Education II	½
			<hr/> 17½

SOPHOMORE YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Bi.	201	Invertebrate Zoology	4
Ch.	301	Organic Chemistry I	4
Py.	201	Physics I	4
		Foreign Language	3
En.	122	Literary Heritage II	3
			<hr/> 18
<i>Spring Semester</i>			
Bi.	202	Comparative Vertebrate Anatomy	4
Ch.	302	Organic Chemistry II	4
Py.	202	Physics II	4
		Foreign Language	3
En.	123	Literary Heritage III	3
			<hr/> 18

BACHELOR OF ARTS: BIOLOGY

JUNIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Bi. 311	Physiology	4
Bi. 321	Ecology	4
Ed. 231	Observation - Participation in Biological Sciences I . .	1
Ar. 101	History and Appreciation of Art	
or		
Mu. 101	Music of Western Civilization	3
Hi. 101	Western Civilization to 1700	3
Ps. 101	General Psychology	3
		<hr/>
		18
<i>Spring Semester</i>		
Bi. 402	Genetics	3
Bi.	Elective	4
Ed. 202	Psychology of Adolescence	3
Ed. 272	Educational Measurement	3
Ed. 232	Observation - Participation in Biological Sciences II .	1
Hi. 102	Western Civilization since 1700	3
		<hr/>
		17

SENIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Bi. 421	History of Biology	2
Bi. 422	Principles of Evolution	2
Ed. 333	The Curriculum and Teaching of Biology	3
Ed. 463	Student Teaching of Biology: Secondary School . .	6
		<hr/>
		13
<i>Spring Semester</i>		
Bi.	Elective	4
Bi.	Elective	4
Ed. 281	Philosophy of Education	3
Hi. 123	United States History and Government	3
	Elective	3
Hp. 111	Standard First Aid	1½
		<hr/>
		17½

136½ semester hours required
for the A.B. degree.

BACHELOR OF MUSIC EDUCATION

This degree program is offered for men and women who wish to teach and supervise music in the public elementary and secondary schools. Concentration in this field presupposes aptitude and interest in music. Though the teacher of music is concerned with a specialized area of knowledge, it is highly important that he possess a broad cultural background. This he needs not only as an educated person but also as a teacher who must view the teaching of music within a broad context of knowledge and human experience.

The plan of studies includes the following requirements:

General Education	42 semester hours
Concentration in Music . . .	54 semester hours
Professional Education . . .	28 semester hours
Health and Physical Education . .	1½ semester hours
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Total	125½ semester hours

GENERAL EDUCATION: *English language* (3 sem. hrs.), *Humanities* (18 sem. hrs.), *History* (6 sem. hrs.), *Psychology* (3 sem. hrs.), *Science* (3 sem. hrs.), *Mathematics* (3 sem. hrs.), *Electives* (6 sem. hrs.).

CONCENTRATION IN MUSIC: *Music Theory* (18 sem. hrs.), *Applied Music* (36 sem. hrs.).

PROFESSIONAL EDUCATION: *Teaching and Supervision of Music* (12 sem. hrs.), *Philosophy* (3 sem. hrs.), *Psychology* (5 sem. hrs.), *Student Teaching* (8 sem. hrs.).

BACHELOR OF MUSIC EDUCATION

FRESHMAN YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Mu. 201	Sight Singing and Dictation I	2
Mu. 211	Fundamentals of Music	1
Mu. 221	Instrumental Class: String	2
Mu. 241	Functional Piano	1
Mu. 261	Ensemble: Vocal	½
Mu. 271	Applied Music	½
En. 101	English Composition	3
Ar. 101	History and Appreciation of Art	3
Hi. 111	Modern European History	3
Hp. 101	Physical Education I	½
		16½
<i>Spring Semester</i>		
Mu. 202	Sight Singing and Dictation II	2
Mu. 212	Introduction to Harmony	1
Mu. 222	Instrumental Class: Woodwind	2
Mu. 242	Functional Piano	1
Mu. 262	Ensemble: Vocal	½
Mu. 272	Applied Music	½
En. 121	Literary Heritage I	3
Ma. 101	General Mathematics I	3
Ps. 101	General Psychology	3
Hp. 102	Physical Education II	½
		16½

SOPHOMORE YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Mu. 151	Music History and Literature I	3
Mu. 203	Advanced Sight Singing and Dictation I	1
Mu. 213	Diatonic Harmony	2
Mu. 231	Elementary Conducting	3
Mu. 223	Instrumental Class: Brass	2
Mu. 243	Functional Piano	1
Mu. 263	Ensemble: Vocal	½
Mu. 273	Applied Music	½
En. 122	Literary Heritage II	3
		16
<i>Spring Semester</i>		
Mu. 152	Music History and Literature II	3
Mu. 204	Advanced Sight Singing and Dictation II	1
Mu. 214	Chromatic Harmony	2
Mu. 224	Instrumental Class: Percussion	2
Mu. 224	Functional Piano	1
Mu. 264	Ensemble: Vocal	½
Mu. 274	Applied Music	½
Ed. 203	Psychology of Childhood and Adolescence	3
En. 123	Literary Heritage III	3
		16

BACHELOR OF MUSIC EDUCATION

JUNIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Mu. 311	Orchestration	3
Mu. 331	Advanced Choral Conducting	3
Mu. 332	Vocal and Choral Techniques	3
Mu. 245	Functional Piano	1
Mu. 265	Ensemble: Instrumental	1/2
Mu. 275	Applied Music	1/2
Ed. 251	Workshop in Education	3
Mu. 381	Music in the Elementary School	3
		17
<i>Spring Semester</i>		
Mu. 321	Instrumental Conducting	2
Mu. 451	Major Performance: Recital Class I	1
Mu. 246	Functional Piano	1
Mu. 266	Ensemble: Instrumental	1/2
Mu. 276	Applied Music	1/2
Mu. 382	Music in the Secondary School	3
Mu. 491	Student Teaching: Music, Elementary School	4
		12

SENIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Mu. 452	Major Performance: Recital Class II	1
Mu. 267	Ensemble: Instrumental	1/2
Mu. 277	Applied Music	1/2
Ed. 281	Philosophy of Education	3
Mu. 383	Evaluation in Music Education	2
Mu. 492	Student Teaching: Music, Secondary School	4
	Elective	3
Hp. 111	Standard First Aid	1/2
		14 1/2
<i>Spring Semester</i>		
Mu. 316	18th Century Counterpoint	3
Mu. 453	Major Performance: Recital Class III	1
Mu. 268	Ensemble: Instrumental	1/2
Mu. 278	Applied Music	1/2
Mu. 391	Supervision of Music Education	3
Hi. 123	United States History and Government	3
Py. 103	Development of Scientific Thought	3
	Elective	3
		17

12 1/2 semester hours required
for the B.Mus.Ed. degree.

ADMISSION POLICIES

The admission policy of the college is selective in nature and is directed toward securing men and women who show evidence of possessing the capacity and desire for intellectual growth and who present reasonable assurance that they will pursue successfully the degree program of their choice.

In evaluating candidates, the following criteria are considered: the high school academic record, and the recommendation of the principal or guidance director; the scores obtained on the Scholastic Aptitude and Achievement Tests of the College Entrance Examination Board; information gained from a personal interview; and the medical and health report of the candidate's personal physician and of the college physician.

ADMISSION REQUIREMENTS

Every applicant for admission is required to take the College Entrance Examination Board Scholastic Aptitude Test and three Achievement Tests. The candidate should direct the Board to report his scores to the Director of Admissions of this college.

The College Entrance Examination Board Tests required for admission to the various degree programs are:

Bachelor of Science in Education: Elementary Education: Scholastic Aptitude Test and Achievements Tests in English and in two other subjects selected by the candidate.

Bachelor of Arts: English: Scholastic Aptitude Test and Achievement Tests in English, French, and one other subject selected by the applicant.

Bachelor of Arts: History: Scholastic Aptitude Test and Achievement Tests in English, History, and one other subject selected by the applicant.

Bachelor of Arts: Biology: Scholastic Aptitude Test and Achievement Tests in English, Biology, and Mathematics.

Bachelor of Music Education: Scholastic Aptitude Test and Achievement Tests in English and one other subject selected by the applicant. In lieu of the third achievement test, applicants are required to take a Music Aptitude Test and demonstrate ability in music. This test is administered at the college on several dates during the academic year. Details in regard to this test and the dates on which it is given may be obtained from the Director of Admissions.

To be eligible for admission, an applicant must have completed a high school course of study leading to a diploma, or its equivalent preparation. He must have completed sixteen units accepted by the high school in fulfillment of its graduation requirements or must present evidence of equivalent preparation. These sixteen units must include the following: English (through grade twelve), four units; American history and government, one unit; algebra, one unit; geometry, one unit; and biology or physics or chemistry, one unit. In addition, a candidate applying for admission to a program leading to a Bachelor of Arts degree must present at least two units in a foreign language.

The sixteen units must be so distributed that the number offered, including the prescribed units, shall not be more than four units in any of the following fields: English, social studies, mathematics, science; not be more than seven units in foreign languages (no credit for less than two units of any one language); not be more than two units in any of the following fields: fine arts, business subjects, industrial arts, home economics. One additional unit beyond the maximum stated may be granted in music to applicants for admission to the program leading to the Bachelor of Music Education degree.

With these requirements, an academic evaluation is made of the high school record and the score on the Scholastic Aptitude Test. On the high school record, a grade of *A* is equated four points; *B*, three points; *C*, two points; and *D*, one point. An applicant must have a successful record on the Scholastic Aptitude Test and on the Achievement Tests of the College Entrance Examination Board. Candidates who meet these criteria are admitted provided they also meet the requirements listed below.

The candidate for admission must be in good health and in satisfactory physical condition. A statement from the applicant's personal physician and a report of a medical examination by the college physician must be submitted.

Data relative to personal characteristics and moral character are required and must warrant the admission of the applicant. A personal

interview by college faculty members is required of each candidate. The results of this interview and the recommendation of the high school principal or guidance director are considered in determining the fitness of the applicant.

If the number of applicants qualified for admission exceeds the number that the facilities of the college will accommodate, a waiting list is established. The position of a candidate on the waiting list is determined by the academic evaluation described above. Vacancies are filled from the established list. A new waiting list is compiled after each administration of the College Entrance Examination Board tests.

PROCEDURES FOR ADMISSION

A candidate must observe the following procedures in applying for admission. All credentials should be sent to the Director of Admissions.

Application for admission must be made on a form provided by the college. A transcript of the applicant's high school record, including at least the first quarter of the senior year, on a form entitled *High School Record* which includes ratings of personal characteristics should be sent directly by the high school principal or guidance director. Records submitted by candidates themselves are not considered official.

The applicant must take the College Entrance Examination Board Scholastic Aptitude Test and the three required Achievement Tests, preferably by March of the senior year. The Board reports the test scores directly to the college. Detailed information concerning the tests and the dates throughout the year on which they are given may be secured from the Director of Admissions, the high school principal or guidance director, or directly from Educational Testing Service, Princeton, New Jersey.

Following receipt of the application form, transcript of the high school record, and scores on the Scholastic Aptitude and Achievement Tests, the Director of Admissions arranges an appointment for the personal interview of the applicant.

Upon notification of acceptance of admission, a candidate is required to pay the registration fee of \$20.00 within fifteen days. This fee reserves a place in the class. In fairness to qualified applicants on the waiting list, a reservation cannot be made for an accepted candidate who fails to pay the registration fee.

After an applicant has been officially notified that he has been accepted for admission, he is required to submit the statement of his health and physical condition completed by his personal physician.

ADMISSION TO ADVANCED STANDING

Applicants for admission to advanced standing and seeking transfer of credits from other colleges and universities must meet the general admissions requirements and must submit official transcripts and letters of recommendation from the deans of all post-secondary institutions attended.

ADMISSION TO PROFESSIONAL EDUCATION

Admission of a student to the *Professional Education* program of any curriculum is based upon an evaluation of his academic record and other criteria.

Admission of a student to a course in *Student Teaching* is determined by the following regulation. The Faculty Committee on Academic Standards requires a student to achieve a cumulative grade-point average of not less than 2.0 in his field of concentration as a prerequisite for admission to the course in student teaching. No student may be admitted to said course unless he meets this prerequisite both at the end of the semester immediately preceding and at the time of admission to the course.

ACADEMIC POLICIES

GRADING SYSTEM

The college is organized on the semester basis. Credits earned for successful completion of a course are expressed in semester hours. One semester hour means approximately one hour of class work and two hours of preparation per week (laboratory and similar courses are an exception).

The quality of the student's work in a course is officially recorded by a letter grade of *A*, *B*, *C*, *D*, or *F*.

A grade of *A* indicates that the quality of the work done by the student is superior. *B* indicates work which has distinction. *C* indicates work which is satisfactory. *D* indicates work which is passing but unsatisfactory. *F* means failure for the course.

An *incomplete* grade can be assigned only to a course in which the final examination has been missed for a valid reason. A final grade, to eradicate the *incomplete* status, must be filed with the Academic Dean no later than one month after the date on which the succeeding semester begins, or a grade of *F* will be recorded for the course. Responsibility for removal of the *incomplete* status rests with the student; he must arrange with the instructor for completion of the course.

At the end of each semester, a report of the grades received in the several courses is mailed to the student.

ACADEMIC STANDING

Academic standing and eligibility for a degree are determined by the quality of the student's work. To ascertain the student's academic standing, the college uses a point system. In this system, each letter grade has an equivalent numerical value in points. Thus, a grade of *A* has an equivalent of 4 points; a grade of *B*, 3 points; a grade of *C*, 2 points; a grade of *D*, 1 point; and a grade of *F*, 0 points. This system makes it possible to average a student's grades at the end of a semester or a year and to determine his grade-point average.

The grade-point average is an index of the overall quality of a student's academic achievement. To maintain a satisfactory academic standing, a student must achieve a grade-point average of 1.0 or higher at the end of the first semester of the freshman year; a 1.5 at the end of the freshman year; a 1.75 at the end of the sophomore year; a 2.0 at the end of the junior year and of the senior year. He must also achieve a four-year cumulative grade-point average of 2.0 or higher to be eligible for a degree.

Students who do not achieve the required grade-point average stated above, either at the end of the first semester of the freshman year or at the end of any year are dismissed from the college for inadequate scholarship.

COURSE DEFICIENCIES

To remain in good academic standing, a student must not only maintain the required grade-point average or higher but must also pass every course. When a student receives a failure in any course, the grade of *F* can never be removed from the record. If the failure occurs in a prescribed course, he must repeat and pass it. The course must be taken in an approved summer session or, when possible, during the regular academic year. Prerequisite courses, in which *F* grades have been received, must be repeated and passed before the student may take advanced work.

The grade for a repeated course will be recorded in the college records as follows: *Repeated* (name of course) *passed at* (name of college) *with a grade of* . . .

The grade-point average achieved at the end of any semester or year is not affected by grades in courses subsequently repeated and passed.

ACADEMIC HONORS

The Dean's List honors by citation thereon those students whose academic achievement merits recognition. It is issued at the end of each semester. To qualify, a student must attain an average of *B* (a grade-point average of 3.0) or higher for the semester.

Honors are awarded at commencement to degree recipients whose scholarship merits citation. Their degrees are conferred *summa cum*

laude, *magna cum laude*, or *cum laude*, and a symbolic gold key is presented to each recipient of an honors degree.

DEGREE REQUIREMENTS

In order to qualify as a candidate for the A.B., B.S.Ed., or B.Mus.Ed. degree, a student must comply with the following regulations. He must:

Complete all the requirements of the degree curriculum in which he is registered, not only in terms of the semester hour credits but also of the courses required in that curriculum.

Achieve the academic standing and grade-point average or higher required both for each year and cumulatively for the four years, and pass every course required for the degree.

Fulfill the residence requirement of at least one year of full-time study (a minimum of thirty semester hours) and be in residence in the academic year immediately preceding the commencement at which the degree is to be conferred.

Discharge in full all financial obligations to the college.

WITHDRAWAL FROM THE COLLEGE

Students desiring to withdraw from the college are required to have a conference with the Academic Dean. If, for any reason, this is not possible, the student must submit a written notification of withdrawal. Notice of withdrawal is required in order that the student's permanent record may be properly completed. When withdrawal occurs during the semester, failure to comply with this regulation will mean that a failing grade for every course in which the student is enrolled will be entered on the official record.

PERSONNEL SERVICES

While the primary concern of the college is to provide an effective intellectual environment for the student, it subscribes to the belief that other facets of the individual's development are of equal importance. It is aware of its obligation to assist in the growth of the student as a person and to provide services which contribute to such development.

COUNSELING

The counseling of students in both academic and personal problems is the particular responsibility of the Academic Dean and the Dean of Women. Emphasis is placed on assisting the student to become a stable, mature person capable of analyzing his problems objectively and of making intelligent decisions.

A planned program assists freshman students in becoming oriented to academic and social life at the college. This is initiated during Freshman Week which precedes the opening of the academic year. At this time, entering students become acquainted with the campus, their fellow students, and the general environment of the college. They also take placement tests and attend conferences. The Student Government Association assists by providing social and recreational functions and by discussing student activities, privileges, and responsibilities.

STUDENT HEALTH SERVICES

The health of the students is the responsibility of the college medical adviser, a registered nurse, and members of the college health department. The purpose of this service is to provide as fully as possible on the campus educational health guidance and preventive health screening tests and services to all students, and medical attention in the event of an emergency. It in no way assumes the function of the student's personal physician or the responsibility of the parents for the health and medical care of the student. Hospitalization or medical treatment is obtained for the student only upon the permission and at the expense of the parent. All students are required to have a physical examination

by the college medical adviser every year. When the presence of a physical anomaly is revealed, students are advised in regard to the need for medical attention.

RESIDENT LIVING

Resident student living facilities include a residence hall for women, on the campus, and approved rooms in private homes off-campus. Men and women students are permitted to live only in those private residences which have been approved by the college. The selection of and financial agreement for off-campus housing is the personal responsibility of the student.

Women students living in the residence hall on the campus are under the general jurisdiction of the Dean of Women. They elect their own governing council the purpose of which is to establish policies and plan activities which will aid group living and promote the personal and social development of residents.

PLACEMENT SERVICES

The college maintains a Placement Office which disseminates information on positions available in teaching. Its purpose is to assist seniors in locating teaching positions and to be of service to officials of school systems seeking teaching personnel. Pertinent records and information are kept on all seniors who are candidates for degrees in teaching. Interviews are arranged between these students and representatives of public school systems. This office also provides information regarding graduate study, and graduate fellowships and scholarships.

STUDENT ACTIVITIES

Academic work is supplemented by a variety of extracurricular activities which contribute significantly to college life. These activities provide opportunity for recreation, expression of special interests, and the development of individual talents which might otherwise lie dormant. They also offer experiences in working with others and in acquiring qualities of leadership.

Education comes not only from academic learning; it comes also from association with other students in situations which encourage independence, tolerance, and respect for the individual, essential attributes in a democratic society.

STUDENT GOVERNMENT ASSOCIATION

This assembly includes all students in the college. Its purpose is to promote self-government among its members, to provide for their diverse interests, and to develop awareness of their individual responsibilities as members of a college community.

The governing body is the Student Council, consisting of officers, elected by the entire student body, and representatives from each class. It meets weekly to conduct its business and supervise its program. The responsibilities of the Council include the allocation and the management of student finances, the development of policies relating to student welfare, and the planning, organizing, and coordinating of all student activities.

CAMPUS BOOKSTORE

A bookstore is operated for the convenience of students. It is located in the basement of the Education Building.

PUBLICATIONS

CAMPUS STAR. The college newspaper is edited and managed by students who are interested in journalism. It is published bi-weekly to inform students of campus events and other matters of interest to them and to serve as a medium for the expression of student opinion.

PEGASUS. The college literary magazine is published semi-annually. Its purpose is to encourage students to participate in the arts of creative thinking and creative writing. The material selected for publication is chosen from art, poetry, fiction, non-fiction, music, or photography submitted by students and faculty.

THE KNOLL. Published annually, the college yearbook is planned and directed by students. Its purpose is to produce a book of such quality as befits the permanent record of the senior class and of the events and activities that have taken place on and off the campus during the academic year.

DRAMATICS

DRAMA CLUB. This organization offers opportunities for expression through the dramatic arts. Experiences in staging, lighting, and costuming, as well as performing, are available. It presents a variety of dramatic productions throughout the academic year.

MUSICAL ACTIVITIES

M. E. N. C. This is a student chapter of the Massachusetts Music Educators Association, affiliate of the Music Educators National Conference. Membership in this organization entitles one to a subscription of the Music Educators Journal. Members of this organization are active on the campus in college functions and in music conferences at the state and national levels. Each year, they present a major musical production.

JAZZ SOCIETY. Composed of students who are enthusiasts, this organization furthers music self-expression and presents jazz, concert-style, in private and public performances. It seeks to acquaint its members, both performing and associate, with a discriminating recognition of jazz, and to aid performing members in skillful rendition.

SPORTS ACTIVITIES

A broad program of intramural and individual sports provides opportunities for recreational participation by all students. This program exists for the benefit of the student and for the contribution it can make to his educational experience. Two organizations sponsor such a program for men and women respectively.

MEN'S ATHLETIC ASSOCIATION. The program which this organization offers includes a variety of intramural sports. Its members may participate in basketball, touch football, handball, volleyball, badminton, bowling, and golf. In addition, sports nights and social activities are sponsored by the group.

VARSITY SPORTS. A program of varsity sports for men students is also sponsored by the Men's Athletic Association. There are varsity teams in basketball, baseball, and wrestling. The intercollegiate competition in these sports is undertaken on a home-and-away basis with a number of colleges in New England.

WOMEN'S RECREATIONAL ORGANIZATION. Recreational activities are the essence of the program. Its purpose is to promote a high standard of wholesome living and sportsmanship, and a permanent interest in physical recreation. The emphasis is on playing rather than on winning, and upon intra-competition rather than on inter-competition. The recreational and sports program includes badminton, basketball, softball, volleyball, bowling, swimming, tennis, golf, and modern dance. A variety of social and recreational activities are also part of its diversified program.

RELIGIOUS ACTIVITIES

IONA FELLOWSHIP. The purpose is to provide for the spiritual needs of Protestant students united in a common desire to realize a full and creative life through a growing knowledge of God. This the members seek to achieve through worship, study, and action.

Meetings are held monthly in a local church under the direction of a chaplain. Membership is also open to students at Lowell Technological Institute.

NEWMAN CLUB. Designed to promote the spiritual needs of Catholic students and at the same time to extend their intellectual and social interests.

Joint meetings with the students of Lowell Technological Institute are held monthly under the direction of a chaplain. A planned program of lectures and discussion by the spiritual adviser and guest speakers is carried on throughout the academic year.

PHANAR CLUB. The name Phanar literally means a light or beacon. Membership in this group is open to Eastern Orthodox students from colleges in the Lowell area. Its purpose is to foster the spiritual and intellectual growth of its members and to help them achieve a fuller life through the perpetuation of Christian precepts.

Lectures and discussion by the spiritual advisers or guest speakers are provided at the monthly meetings.

FEES AND EXPENSES

TUITION FEE

The tuition fee is \$200.00 per academic year for students who are registered for full-time study and who are legal residents of Massachusetts.

For students who are studying on a full-time basis and who are non-residents of Massachusetts, the tuition is \$600.00 per year.

Students who are residents of Massachusetts and who are studying on a part-time basis pay a tuition fee for each course of \$7.00 per semester hour. Non-residents of the state in the same category are assessed a tuition fee of \$21.00 per semester hour.

REGISTRATION FEE

Each applicant for admission to the college must pay a registration fee of \$20.00 within fifteen days following notification of acceptance of admission. This fee is not refundable, but is applied to the tuition fee of students who register.

ACTIVITIES FEE

Every student is required to pay an activities fee of \$30.00 per year. This fee is not refundable. Payment of the activities fee automatically confers membership in the Student Government Association. The treasurer of the Student Council is in charge of the collection of this fee. This fee is used for the financial support of student publications, recreational activities, varsity sports, and all social activities sponsored by the Student Government Association.

RESIDENCE FEE

The cost of living in the college dormitory includes two fees, the room charge and the meal charge. The room charge is \$300.00 for the academic year. The meal charge is \$8.50 per five-day week and \$10.50 per seven-day week, or approximately \$272.00 and \$336.00 respectively,

for the academic year. The five-day week plan includes two meals per day (breakfast and dinner), Monday through Friday. The seven-day week plan includes two meals per day, Monday through Friday, and three meals on Saturday and Sunday.

Each applicant for a residence hall reservation must pay a deposit of \$25.00 within fifteen days of notification of admission to the residence hall. This deposit is credited toward the first bill for room charge and is not refundable if the student fails to register.

PAYMENT OF FEES

Students will be permitted the privilege of attending classes and use of the college facilities only after they have cleared their financial obligations, or have made satisfactory arrangements for payment.

All fees are payable in advance, on or before the day of registration for each semester. The tuition fee is payable in two installments. Students, residents of Massachusetts, registered for full-time study must pay \$100.00 at the beginning of each semester. Those who live outside of Massachusetts must pay \$300.00 per semester. Students studying on a part-time basis pay in accordance with the schedule outlined above.

The activities fee of \$30.00 is payable in full in September on the day of registration for the first semester.

The residence fees are payable as follows. The room charge is paid in three installments: \$25.00 deposit; \$125.00 on the day of registration in September, and \$150.00 on the day of registration for the second semester. The meal charge is paid semi-annually, on the day of registration in each semester.

Checks or money orders in payment of the tuition fee, the registration fee, and the residence room fee must be made payable to *State College at Lowell*. Payment for the activities fee must be made payable to *Student Activities Fund, State College at Lowell*; checks for the residence meal fee must be made payable to the appropriate food service corporation.

REFUNDS

Refunds for students withdrawing from the college within six weeks after the beginning of the semester will be based on the regularly established schedule of refunds, minus the registration fee and the activities fee.

OTHER EXPENSES

There are additional expenses for which the student should plan in estimating his total expenses for each year. These include the cost of textbooks at approximately \$100.00 per year, a regulation attire for physical education at approximately \$20.00 (purchased in the freshman year), class fees, and social activities. Non-resident students (those who commute to the college) should also include an estimate of expenses for noon meals and for daily transportation.

Students enrolled in the B.M.Ed. degree program are required to pay a fee of \$60.00 per semester for individual private instruction in applied music. This fee is payable in advance, on the day scheduled for the beginning of applied music instruction in each semester. Checks in payment of this fee must be made payable to the member of the faculty for applied music to whom the student is assigned.

COURSES OF INSTRUCTION

Each of the course offerings described below is designated by two letters and a number. The letters preceding each number identify the subject of any given course, e.g., *En* for English.

The number indicates the scope and relative degree of specialization within a discipline, e.g.,

101 - 149: A course designed to provide an introduction to a subject *for the non-specialist in that field* and, ordinarily, to meet requirements in general education.

151 - 199: A course which provides an introduction to a subject *for the concentrator in that field* and meets requirements in general education, *or* a basic introductory course in a language.

200 - 299: A systematic course, restricted in scope, required of a concentrator in that or a related field, *or* an intermediate level course in a language.

300 - 399: An advanced course concerned with a specialized aspect of a field and which ordinarily has at least one prerequisite.

400 - 499: An advanced course which provides intensive study of a selected topic within a field. Seminars and courses in student teaching are also in this category.

DEPARTMENT OF ART

Chairman: L. PANAS, *Assistant Professor*

Instructor: C. PLUMMER

AR. 101. HISTORY AND APPRECIATION OF ART

The basic causes and purposes of architecture, sculpture, and painting are the main concerns in this study of the key monuments of art. The everchanging images of man are reflected in selected examples from the Greek, Byzantine, Middle Ages, Renaissance, and Modern periods.

MR. PANAS

Three semester hours.

AR. 401. RENAISSANCE AND ITALIAN PAINTING

A detailed study of the works of great masters such as DaVinci, Michelangelo, Giotto, Georgone, Titan, and others of the times. This period has long been considered one of man's greatest adventures in art.

MR. PANAS

Three semester hours.

AR. 411. HISTORY OF AMERICAN ART

The history of the American artist is traced from his European tradition to the development of a strictly American synthesis and to modern contemporary art.

MR. PANAS

Three semester hours.

AR. 451. CREATIVE DRAWING AND PAINTING

Offers experience in various media: oil, water color, tempera, colored ink, pastel, and other drawing materials. Encourages creative responses and develops sensitive appreciation to color, texture, and form.

MR. PLUMMER

Three semester hours.

AR. 461. STRUCTURAL DESIGN

Develops basic creative powers by solving three-dimensional problems. Experience is gained through the manipulation and construction of materials such as clay, metal, wood, string, stained glass, with emphasis on mobile-stabile-structural effects.

MR. PLUMMER

Three semester hours.

AR. 462. CREATIVE PRINTMAKING

The approach is creative rather than directed, emphasizing experimentation and exploration in many areas of printmaking including relief, stencil, silkscreen, textile designing, block printing, and intaglio.

MR. PLUMMER

Three semester hours.

DEPARTMENT OF BIOLOGY

Chairman: E. KAMIEN, *Associate Professor*

Assistant Professor: P. SHEPHERD

Instructor: J. LYON; N. MORELLO; F. OLDA; L. SIMONEIT

BL. 101. GENERAL BIOLOGY I

The principles of biology with emphasis on those broad theories which have contributed to the development of biology as a science.

MEMBERS OF THE DEPARTMENT

Three semester hours.

Bi. 102. GENERAL BIOLOGY II

Continuation of Bi. 101, applying the principles to the various organic systems. *Prerequisite*: Bi. 101.

MEMBERS OF THE DEPARTMENT

Three semester hours.

Bi. 151. BIOLOGICAL SCIENCES I

Fundamental principles of the biological relationships of living organisms: their structure, function, growth, differentiation, reproduction, and relation to their environment.

MEMBERS OF THE DEPARTMENT

Four semester hours.

Bi. 152. BIOLOGICAL SCIENCES II

Continuation of an inquiry into the fundamental principles of the biological relationships of living organisms: their structure, function, growth, differentiation, reproduction, and relation to their environment. *Prerequisite*: Bi. 151.

MEMBERS OF THE DEPARTMENT

Four semester hours.

Bi. 201. INVERTEBRATE ZOOLOGY

A survey of the phyla of invertebrate animals. A broad spectrum of living and preserved specimens are studied in the laboratory.

MR. SHEPHERD

Four semester hours.

Bi. 202. COMPARATIVE VERTEBRATE ANATOMY

A study of the basic similarities and differences of the organ systems in the various classes of vertebrates, with reference to fields of embryology, histology, and paleontology. Representative vertebrates are studied in detail in the laboratory.

MR. SHEPHERD

Four semester hours.

Bi. 301. HISTOLOGY

A study of the tissues and microscopic anatomy of animals.

MEMBERS OF THE DEPARTMENT

Four semester hours.

Bi. 311. PHYSIOLOGY

The study of general physiological processes stressing the physical and chemical bases of function. *Prerequisites* include introductory biology courses, chemistry, and physics.

MISS MORELLO

Four semester hours.

BI. 312. PLANT PHYSIOLOGY

Analysis of the mechanisms of mineral nutrition, water relations, photosynthesis, respiration, regulation of growth and development, and interactions with the environment, with special reference to higher plants.

MR. OLDAY

Four semester hours.

BI. 321. ECOLOGY

Study of the relationship between living organisms and their environment, with emphasis on conservation of natural resources.

MEMBERS OF THE DEPARTMENT

Four semester hours.

BI. 401. EMBRYOLOGY

A comparative study of the development of vertebrate animals from gamete development and fertilization to the establishment of the major organ systems, with laboratory study of the frog, chick, and pig.

MEMBERS OF THE DEPARTMENT

Four semester hours.

BI. 402. GENETICS

Study of genetic principles and transmission of hereditary traits.

DR. KAMIEN

Three semester hours.

BI. 411. MICROBIOLOGY

Microorganisms: their isolation, cultivation, identification, genetics, physiology, and importance to man.

MISS MORELLO

Four semester hours.

BI. 421. HISTORY OF BIOLOGY

A study of the historical development of the biological sciences, gained primarily through readings in the original classical papers.

MEMBERS OF THE DEPARTMENT

Two semester hours.

BI. 422. PRINCIPLES OF EVOLUTION

A study of the concepts and mechanisms of evolution.

MEMBERS OF THE DEPARTMENT

Two semester hours.

BI. 431. BIOCHEMISTRY

An introduction to biochemistry and its techniques, with special emphasis on the biochemical basis of cell structure, function and evolution.

Four semester hours.

DEPARTMENT OF EDUCATION

Chairman: M. GOURVILLE, *Professor*

Professor: M. SHANNON

Associate Professor: H. DRINAN

Assistant Professor: G. CUNNINGHAM; A. KIERNAN

Instructor: D. HUBBARD

ED. 201. CHILD GROWTH AND DEVELOPMENT

A study of the physical, mental, moral, emotional, social, motor, language and creative development of the child of elementary school age, and of the factors which aid or impede this development.

MISS CUNNINGHAM, MISS KIERNAN

Three semester hours.

ED. 202. PSYCHOLOGY OF ADOLESCENCE

The dynamics of behavior in adolescence and of changing attitudes and concepts. Individual differences in development and performance are assessed in relation to physical, social, psychological, and moral factors.

MR. NORRIS

Three semester hours.

ED. 203. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE

A study of the principles underlying the physical, social, emotional, moral, and intellectual development of children and adolescents.

MR. NORRIS

Three semester hours.

ED. 231. OBSERVATION-PARTICIPATION IN BIOLOGICAL SCIENCES I

Through observation, preparation of materials, and presentation of demonstrations in the Bi. 101 laboratories, the student becomes familiar with the materials and teaching-learning situations in the biological sciences.

Coordinator: DR. KAMIEN

MEMBERS OF THE BIOLOGY DEPARTMENT

One semester hour.

ED. 232. OBSERVATION-PARTICIPATION IN BIOLOGICAL SCIENCES II

A continuation of Ed. 231, with the students assigned to the Bi. 102 laboratories.

Coordinator: DR. KAMIEN

MEMBERS OF THE BIOLOGY DEPARTMENT

One semester hour.

ED. 251. WORKSHOP IN EDUCATION

The individual problems of the music teacher in relation to the whole educational enterprise: staff and curriculum action, grades one through twelve. Music specialists discover and define questions involving curriculum offerings, methods of grouping, guiding, evaluating, and reporting school progress. Planned observation in elementary and secondary schools is required.

MISS CUNNINGHAM

Three semester hours.

ED. 271. EDUCATIONAL MEASUREMENT: ELEMENTARY SCHOOL

Considers the nature of measurement, its purpose and value in the learning situation, and types of measuring techniques. Develops understanding of basic statistical concepts, the selection and use of measuring instruments, and the interpretation of the data secured.

DR. MCGAUVAN

Three semester hours.

ED. 272. EDUCATIONAL MEASUREMENT: SECONDARY SCHOOL

Considers the nature of measurement, its purpose and value in teaching; the appraisal and use of standardized tests; the construction of the teacher-made test; and basic statistical concepts. Techniques for marking, grading, and reporting are introduced.

DR. MCGAUVAN

Three semester hours.

ED. 281. PHILOSOPHY OF EDUCATION

A comparative analysis of selective philosophies and their relationship to educational theory and practice.

DR. LYONS

Three semester hours.

ED. 311. THE TEACHING OF READING: ELEMENTARY SCHOOL

A critical analysis of fundamental issues and principles in the teaching of reading, including all phases of the reading program. The research in this and allied disciplines is evaluated in terms of basic and applied values. *Prerequisite*: Ed. 201.

DR. SHANNON

Two semester hours.

ED. 312. THE TEACHING OF LANGUAGE ARTS: ELEMENTARY SCHOOL

Concentrates on the several phases of the English language arts. Systematic attention is given to the scope and sequence of the language program, with emphasis on current practices in the development of skills in listening, speaking, and writing. *Prerequisite*: Ed. 201.

MISS KIERNAN

Two semester hours.

ED. 313. THE TEACHING OF ARITHMETIC: ELEMENTARY SCHOOL

The logical sequence in arithmetic is studied with emphasis on the acquisition of important mathematical meanings and relationships. Concrete approaches to abstract concepts, facts, operations, and step processes are stressed. Attention is given to readiness, grouping, and manipulative materials. *Prerequisite*: Ed. 201.

DR. DRINAN

Two semester hours.

ED. 314. INSTRUCTIONAL MATERIALS IN SELECTED AREAS OF THE ELEMENTARY CURRICULUM

Acquaints the student with the subject matter of the elementary school in art, music, health and physical education, science, and social studies. These areas are examined for correlation between subjects; by comparison and use of textbooks, visual aids, curriculum guides; and through analysis of the techniques best adapted to each subject. *Prerequisite*: Ed. 201.

Coordinator: MISS GOURVILLE

Course instructors: MISS CUNNINGHAM, DR. DRINAN, DR. W. FISHER,
DR. GARRITY, MR. PLUMMER

Five semester hours.

ED. 315. OBSERVATION OF CHILDREN IN THE ELEMENTARY SCHOOL:
REQUIRED SUPPLEMENTARY EXPERIENCE

The purposes, principles, and procedures developed in Ed. 311-314 give direction to observation experiences in elementary school classrooms.

MEMBERS OF THE DEPARTMENT

Non-credit.

ED. 331. THE CURRICULUM AND TEACHING OF ENGLISH IN THE SECONDARY SCHOOL

Analyses are made of the objectives, content, methods, and materials of teaching literature, grammar, and composition in the secondary school. Observation in secondary schools is required.

MISS CALIRI, MR. FOY,

MRS. GUINDON

Three semester hours.

ED. 332. THE CURRICULUM AND TEACHING OF HISTORY IN THE SECONDARY SCHOOL

An analysis is made of the materials and methods of teaching history in the secondary school. Attention is given to recent curricula on the emerging nations as well as on the western world. Observation in secondary schools is required.

MEMBERS OF THE HISTORY DEPARTMENT

Three semester hours.

ED. 333. THE CURRICULUM AND TEACHING OF BIOLOGY IN THE
SECONDARY SCHOOL

An analysis of the methods and materials currently used in teaching the biological sciences. Recent trends in the teaching of biology in the secondary school are considered, with particular reference to the Biological Sciences Curriculum Study. Observation in secondary schools is required.

MEMBERS OF THE BIOLOGY DEPARTMENT

Three semester hours.

ED. 411. SEMINAR IN EDUCATION

Ethics, school law, curriculum study, and new trends in elementary education are discussed. The students re-evaluate their professional experiences and some time is devoted to a consideration of the preparation for the first teaching position. *Prerequisite:* Ed. 451.

MISS GOURVILLE

Two semester hours.

ED. 412. EDUCATION OF EXCEPTIONAL CHILDREN

The special abilities, characteristics, and reading problems of exceptional children, and the relative merits of programs designed for them are critically analyzed. Also studied is the problem of disability in reading. *Prerequisite:* Ed. 311.

DR. SHANNON

Three semester hours.

ED. 421. HUMAN RELATIONS AND EDUCATION

Analyzes the problems of major racial and ethnic minorities in their efforts to become assimilated into American culture. Considers the history of these people and the role of the school and the history teacher in developing inter-group understanding.

DR. GOLER

Three semester hours.

ED. 451. STUDENT TEACHING: ELEMENTARY SCHOOL

Full-time student teaching in public elementary schools under the supervision of qualified teachers and principals and members of the college faculty. Provides experience for the student in applying and extending his knowledge of and ability in teaching children. *Prerequisites:* Ed. 201, 311, 312, 313, 314, 315.

MISS GOURVILLE, MEMBERS OF THE DEPARTMENT, AND

DR. GARRITY, DR. NELSON, MR. PLUMMER

Eight semester hours.

ED. 461. STUDENT TEACHING OF ENGLISH: SECONDARY SCHOOL

Full-time student teaching in public secondary schools under the supervision of qualified teachers and principals and members of the college faculty. Provides experience for the student in applying and extending his knowledge of and ability in teaching English. *Prerequisites:*

Ed. 202, 331.

MEMBERS OF THE ENGLISH DEPARTMENT

Six semester hours.

ED. 462. STUDENT TEACHING OF HISTORY: SECONDARY SCHOOL

Full-time student teaching in public secondary schools under the supervision of qualified teachers and principals and members of the college faculty. Provides experience for the student in applying and extending his knowledge of and ability in teaching history. *Prerequisites:*

Ed. 202, 332.

MEMBERS OF THE HISTORY DEPARTMENT

Six semester hours.

ED. 463. STUDENT TEACHING OF BIOLOGY: SECONDARY SCHOOL

Full-time student teaching in public secondary schools under the supervision of qualified teachers and principals and members of the college faculty. Provides experience for the student in applying and extending his knowledge of and ability in teaching biology. *Prerequisites:*

Ed. 202, 231, 232, 333.

MEMBERS OF THE BIOLOGY DEPARTMENT

Six semester hours.

DEPARTMENT OF ENGLISH

Chairman: W. BURTO, *Professor*

Associate Professor: K. KANSANNIVA

Assistant Professor: F. CALIRI; R. FOY; G. TILLSON; J. WILLIAMS;
J. ZAITCHIK

Instructor: J. BERNHARD; M. GUINDON; R. PARKER; C. WHITE

EN. 101. ENGLISH COMPOSITION

The study and application of the principles of effective writing. Develops awareness of diction, style, and grammatical usage.

MEMBERS OF THE DEPARTMENT

Three semester hours.

EN. 121. THE LITERARY HERITAGE OF WESTERN CULTURE I

The study of man's relationship to God, to society, to individuals, and his attempts to discover his own nature forms the basis for an examination of representative works from the literature of Antiquity.

MEMBERS OF THE DEPARTMENT

Three semester hours.

EN. 122. THE LITERARY HERITAGE OF WESTERN CULTURE II

The study of man's relationship to God, to society, to nature, and his attempts to discover his own potential is continued through an examination of representative selections from the literature of the Medieval world to the end of the Renaissance.

MEMBERS OF THE DEPARTMENT

Three semester hours.

EN. 123. THE LITERARY HERITAGE OF WESTERN CULTURE III

A continuation of the study of those concepts fundamental to human life and thought through an examination of representative selections from the literature of the Enlightenment to the present time.

MEMBERS OF THE DEPARTMENT

Three semester hours.

EN. 201. HISTORY OF THE ENGLISH LANGUAGE

Examines English from an historical perspective as a basis for understanding the English language as it is now spoken and written. Studies the origin and development of English through phonetic, vocabulary, syntax, and semantic shifts in the language from its beginnings to the present.

MR. KANSANNIVA

Three semester hours.

EN. 202. ADVANCED COMPOSITION

An intensive investigation and application of the principles of modern rhetoric. Although each of the four forms of discourse is considered, special emphasis is given to expository and argumentative prose.

DR. ZAITCHIK

Three semester hours.

EN. 203. GRAMMAR AND LINGUISTICS

Investigates the analytical systems of traditional grammar, I-C analysis, and generative grammar. Special attention is given to the problem of grammar in the secondary school.

MR. FOY

Three semester hours.

EN. 211. TYPES OF LITERATURE

A study is made of the accepted literary types, illustrated with selections from world literature.

DR. BURTO

Three semester hours.

EN. 221. BRITISH WRITERS I

The historical development of English literature from the beginnings to 1800. Selected works by representative authors from each period are studied.

DR. BURTO

Three semester hours.

EN. 222. BRITISH WRITERS II

The historical development of English literature from 1800 to the present. Selected works by representative authors from each period are studied.

DR. BURTO

Three semester hours.

EN. 231. AMERICAN WRITERS I

The historical development of American literature from the Colonial Period to the Civil War. Selected works by representative authors from each period are studied.

DR. WILLIAMS

Three semester hours.

EN. 232. AMERICAN WRITERS II

The historical development of American literature from the Civil War to the present time. Selected works by representative authors are studied.

DR. WILLIAMS

Three semester hours.

EN. 301. DIRECTED STUDIES

The student, through regular and frequent consultation with his instructor, develops a course of directed reading and defines a problem for individual research. Areas of directed reading are selected from literature, language, drama.

MEMBERS OF THE DEPARTMENT

Three semester hours.

EN. 311. LITERATURE FOR THE ADOLESCENT

A directed reading course in literature for the adolescent, aimed at supplementing the required reading in the secondary school. Attention is given to the historical development of the literature for that age as well as to the contemporary trends.

MISS CALIRI

Three semester hours.

EN. 401. LITERATURE OF THE MIDDLE AGES

Representative selections from the medieval period are studied, including the characteristic types: epic, lyric, chivalric romance, drama, fabliaux and ballads. Concentration is on the miracle, mystery and morality plays; *Sir Gawain and the Green Knight*; Langland (*Piers Plowman*); Gower (*Confessio Amantis*); Chaucer (*Troilus and Criseyde*); and Malory (*The Morte d'Arthur*).

MISS CALIRI

Three semester hours.

EN. 402. LITERATURE OF THE ENGLISH RENAISSANCE

An examination of the major subjects, techniques, and forms of the non-dramatic literature of the late sixteenth century. Spenser, Sidney, Daniel, Drayton, Jonson, Marlowe, Lyly, Greene, and Nashe are the writers who are studied in greatest detail.

DR. WILLIAMS

Three semester hours.

EN. 403. MAJOR THEMES IN THE LITERATURE OF THE RENAISSANCE

An investigation of the concepts of the "fool," the "wise man," and the "artist" in the works of major literary figures of the Renaissance before Shakespeare. The authors studied include Boccaccio, Castiglione, Cellini, Cervantes, Rabelais, Montaigne, Erasmus, More, Spenser, and Sidney.

MR. FOY

Three semester hours.

EN. 404. LITERATURE OF THE SEVENTEENTH CENTURY

A study of the major seventeenth century writers of prose and poetry against the philosophical and political background of the period. Particular attention is given to Bacon, Donne and the Metaphysical Poets, Milton, Dryden, and the Restoration comic dramatists.

DR. WILLIAMS

Three semester hours.

EN. 405. EIGHTEENTH CENTURY POETRY AND PROSE

An examination of the Augustan Age: its ironic prose, satiric poetry, and social criticism exemplified by Swift, Pope, Addison, Steele. A study of the later Neoclassical period: the writings of Johnson; the Gothic Romance developed by Walpole, Radcliffe, and Austen; the beginnings of Romantic poetry in Collins, Gray, Cowper, Burns.

MR. WHITE

Three semester hours.

EN. 406. ENGLISH ROMANTIC POETRY

A study of Romanticism as seen through the writings of its major poets. Special attention is given to Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

MR. WHITE

Three semester hours.

EN. 407. THE LITERATURE OF THE VICTORIAN PERIOD

A critical and historical study of the major writers of the Victorian Period in England. Both poetry and prose writers are considered, from Tennyson and Carlyle to the early Yeats and Pater.

MISS CALIRI

Three semester hours.

EN. 421. SHAKESPEARE

Interpretation is made of a selected number of the plays, including examples of the histories, tragedies, and comedies, to show the depth of the writer's insights into human values and the variety and scope of his mind and art.

DR. BURTO, MISS CALIRI

Three semester hours.

EN. 422. SHAKESPEARE

Interpretation is made of a selected number of plays not studied in En. 421.

DR. BURTO

Three semester hours.

EN. 423. MILTON

The thought and expression of Milton's poetry and prose are studied against the background of seventeenth-century England.

DR. ZAITCHIK

Three semester hours.

EN. 441. EMERSON AND HAWTHORNE

The major ideas and literary techniques of Emerson and Hawthorne are examined within the context of the nineteenth century American experience.

DR. ZAITCHIK

Three semester hours.

EN. 461. TRAGEDY

An intensive study of the theory and practice of tragedy, from Aeschylus and Aristotle to Camus and Arthur Miller. Both plays and novels are considered.

DR. BURTO

Three semester hours.

EN. 462. THE BRITISH NOVEL

A critical and historical study of the British novel from Defoe to the present. Among the novelists considered in detail are Defoe, Fielding, Jane Austen, Dickens, Thackeray, Eliot, D. H. Lawrence, and James Joyce.

DR. BURTO

Three semester hours.

EN. 463. THE AMERICAN NOVEL

A systematic and detailed study of the development of the American novel within its historical and intellectual context. Examples are taken from the works of Brown, Cooper, Hawthorne, Melville, Howells, James, Dreiser, Steinbeck, Wolfe, Hemingway, and Faulkner.

DR. WILLIAMS

Three semester hours.

EN. 464. MODERN BRITISH AND AMERICAN FICTION

Primarily a critical study of the development of the modern short story and novel in England, Ireland, and America. Among the authors studied are James, Conrad, Joyce, Woolf, Hemingway, and Faulkner.

DR. BURTO

Three semester hours.

EN. 465. BRITISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY

A critical and historical study of the major poets of the twentieth century. Detailed consideration is given to the works of Auden, Eliot, Frost, and Yeats.

DR. BURTO

Three semester hours.

EN. 481. THE ENGLISH DRAMA TO 1642

A detailed study of the development of English drama (excluding Shakespeare) through the medieval, Elizabethan, and Jacobean periods. Readings include examples from the cycle plays, the moralities, Heywood, Lyly, Kyd, Jonson, Marlowe, Greene, Marston, Dekker, Beaumont and Fletcher, Ford, Webster, and Shirley.

DR. WILLIAMS

Three semester hours.

EN. 482. MODERN DRAMA

A critical study of the ideals, motives, and problems of modern life as revealed through the methods and types of modern European and American drama from Ibsen through Miller.

MR. TILLSON

Three semester hours.

EN. 483. STAGECRAFT

A functional approach to the study of theater arts. Participation in such workshop activity as scenery designing, building, painting, and lighting translates theory into practice.

MR. KANSANNIVA

Three semester hours.

EN. 491. LITERARY CRITICISM

Theories of the great literary critics from antiquity to the present. Particular attention is given to the critical theory of the twentieth century and to the problem of the conflict between the creative act of the critic and the imaginative act of the artist. *For concentrators in English only.*

MR. FOY

Three semester hours.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Chairman: E. NEILSON, *Professor*

Assistant Professor: I. CISZEK; M. GARRITY

HP. 101. PHYSICAL EDUCATION I

WOMEN:

Seeks to develop organic vigor, strength, agility, balance, flexibility, coordination, and efficient body movement, since the state of being of each student and her physical fitness is essential to effective living. Emphasis is placed on body conditioning exercises, fitness, and team activities.

DR. GARRITY, DR. NEILSON

One-half semester hour.

MEN:

Physical education for men is devoted to the attainment of physical fitness by the encouragement of daily exercise habits. This objective is reached through the medium of gymnastics and team sports.

MR. CISZEK

One-half semester hour.

HP. 102. PHYSICAL EDUCATION II

WOMEN:

Encourages daily regimen of activities through individual performance of various levels of physical fitness experiences which interest and ability permit. A program of rhythms is offered with emphasis on square and folk dancing as well as group and team activities.

DR. GARRITY, DR. NEILSON

One-half semester hour.

MEN:

Provides increased loads of physical activities centering around body mechanics, tumbling, wrestling, individual and team activities.

MR. CISZEK

One-half semester hour.

HP. 111. STANDARD FIRST AID

Prepares the student to administer first aid particularly to himself and to his family. Emphasis is on prevention, prompt medical attention and understanding the common serious injuries. Satisfactory completion of the course enables the student to receive the certificate offered by the American Red Cross.

MR. CISZEK, DR. NEILSON

One-half semester hour.

HP. 112. ADVANCES IN HEALTH SCIENCES

An analysis of the forces affecting an individual's health, by examining recent scientific facts concerned with improving and maintaining the health of the body and the mind.

MR. CISZEK, DR. GARRITY,
DR. NEILSON

Two semester hours.

HP. 401. THE TRIAD: PHYSICAL, MENTAL, AND SOCIAL WELL-BEING

The dynamic interaction of physical, mental, and social well-being in the development of the individual, his family and community relationships.

DR. NEILSON

Three semester hours.

HP. 402. CREATIVITY IN RECREATION

Study of the recreation movement, its cultural, social, and economic background in the new leisure milieu.

DR. GARRITY

Three semester hours.

HP. 421. CONTEMPORARY WORLD HEALTH PROBLEMS

A study of human welfare and health problems as an underlying force in contemporary world affairs. Special attention is given to health problems and human ecology in underdeveloped areas of the world.

DR. GARRITY, DR. NEILSON

Two semester hours.

DEPARTMENT OF HISTORY

Chairman: P. GOLER, *Professor*

Associate Professor: F. NORTON

Assistant Professor: R. DERRY; J. FITZGERALD; R. LYONS; T. NORRIS

Instructor: D. BERGERON; P. BLEWETT; E. HAYFORD; M. HINCHEY;
M. SCHULMAN

Lecturer: B. LAMBERT; J. MAHONEY; J. SCHULTZ; G. TSOMAS

HI. 101. WESTERN CIVILIZATION TO 1700

An analysis of the major forces in the development of western civilization from its Near Eastern origins to 1700.

MR. BERGERON, MR. BLEWETT, MR. DERRY,
DR. GOLER, MRS. HAYFORD, DR. HINCHEY

Three semester hours.

HI. 102. WESTERN CIVILIZATION SINCE 1700

An examination of the major forces in the development of the western world since 1700.

MR. BERGERON, MR. BLEWETT, MR. DERRY,
DR. GOLER, MRS. HAYFORD, DR. HINCHEY

Three semester hours.

HI. 111. MODERN EUROPEAN HISTORY

The influence of the Middle Ages, the Renaissance, and the Reformation on the succeeding political and social eras is traced as a background to an understanding of contemporary European political and social problems.

MEMBERS OF THE DEPARTMENT

Three semester hours.

HI. 121. HISTORY OF THE UNITED STATES TO 1865

Traces the development of American institutions from colonization to the Civil War.

MR. BERGERON, MR. FITZGERALD,
DR. HINCHEY, MR. NORTON

Three semester hours.

HI. 122. HISTORY OF THE UNITED STATES SINCE 1865

An analysis of the significant political, social, economic and cultural developments in the United States from the end of the Civil War to the present.

MR. BERGERON, MR. FITZGERALD, DR. GOLER,
DR. HINCHEY, MR. NORTON

Three semester hours.

HI. 123. UNITED STATES HISTORY AND GOVERNMENT

An extensive survey is made of the Constitution of the United States insofar as it contributed to the development of American ideals and institutions, and to the solution of major problems.

MR. FITZGERALD

Three semester hours.

HI. 201. THE ANCIENT WORLD

An analysis of the ancient and classical cultures from the birth of civilization to the fall of Rome.

MR. DERRY

Three semester hours.

HI. 202. THE MEDIEVAL WORLD

Surveys European history during the formative period from the end of the ancient world through the High Middle Ages.

MR. DERRY

Three semester hours.

HI. 211. EUROPE IN TRANSITION: 1300-1648

An analysis of European civilization from the High Middle Ages to the mid-seventeenth century. The emphasis is on the breakup of the medieval world and the political, cultural, economic, and religious changes associated with the Renaissance and Reformation eras.

MR. BLEWETT

Three semester hours.

HI. 212. THE OLD REGIME AND REVOLUTION: 1648-1815

A continuation of Hi. 211, this course gives attention to the intellectual and political climates of opinion, the social and economic institutions of the Old Regime, and the changes brought about by the eighteenth century revolutions.

MR. BLEWETT

Three semester hours.

HI. 221. AMERICAN COLONIAL HISTORY

A survey course in the history of the colonial areas of North America which were to become incorporated into the original United States of America, with emphasis upon the development of culture practices and institutional patterns.

MR. NORTON

Three semester hours.

HI. 222. THE NATIONAL PERIOD

A study of the crucial period during which Americans united to form a more perfect union. Special emphasis on the origins of Jeffersonian and Jacksonian democracy and their social content, reform movements and the origins of abolitionism.

MR. BERGERON, MR. NORTON

Three semester hours.

HI. 231. HISTORY OF ENGLAND TO 1700

The evolution and development of the English people and their institutions is examined in depth.

MR. DERRY

Three semester hours.

HI. 232. HISTORY OF ENGLAND SINCE 1700

An examination of the changing role of Britain in world affairs, this course emphasizes the imperial development of England as well as its present position. Attention is given to political, social, and intellectual developments. *Prerequisite:* Hi. 231.

MR. BLEWETT

Three semester hours.

HI. 311. EUROPE IN THE NINETEENTH CENTURY

Traces the major developments in nineteenth century Europe from the Congress of Vienna through the crises of national imperialism. Major emphasis is given to nationalism, industrialism, the unification of Italy and Germany, and the changing patterns of power. *Prerequisite:* Hi. 212.

DR. GOLER

Three semester hours.

HI. 312. EUROPE IN THE TWENTIETH CENTURY

An examination of the events in European history from the Treaty of Versailles to the present. Special attention is given to current developments. *Prerequisite:* Hi. 311.

DR. GOLER

Three semester hours.

HI. 321. THE NATION DIVIDED: UNITED STATES IN MID-NINETEENTH CENTURY

An examination of those factors which led up to the Civil War, the conflict itself, and ante-bellum America. *Prerequisite:* Hi. 222.

MR. NORTON

Three semester hours.

HI. 322. UNITED STATES IN THE TWENTIETH CENTURY

Examines the development of the United States in the twentieth century. Special attention is given to political and economic developments such as the New Freedom and the New Deal as well as to the changing international scene. *Prerequisite:* Hi. 321.

DR. GOLER, DR. HINCHEY

Three semester hours.

HI. 401. MAJOR RELIGIONS IN WESTERN CULTURE

A course in comparative religions, embracing Protestantism, Catholicism, Orthodoxy, and Judaism.

DR. LAMBERT, FR. MAHONEY,

DR. SHULTZ, FR. TSOUMAS

Three semester hours.

HI. 421. AMERICAN FOREIGN RELATIONS IN THE TWENTIETH CENTURY

An appraisal of United States foreign policies, the reaction of Americans to the changing international situation, and the American policies of other governments since the beginning of the twentieth century. Topics include: rivalries in Asia, the rise of Anglo-American friendship, World War I, the retreat to isolationism, World War II, and postwar Russian-American relations.

DR. GOLER

Three semester hours.

HI. 461. MODERN HISTORY OF THE ARAB WORLD

A study of the Arab countries of the Middle East from 1798, focusing on the impact of the west on this area, and the development of these states into independent nations.

MRS. HAYFORD

Three semester hours.

HI. 465. THE NEW ORIENT

An examination of Japanese and Southeast Asian history in the twentieth century. Particular attention is given to the rise and fall of Japan as a great power and to the emergence of the independent nations of Southeast Asia.

DR. GOLER

Three semester hours.

HI. 466. CHINA IN THE MODERN WORLD

An examination of the role of China in the twentieth century, tracing developments from the fall of the Manchu dynasty to the development of China as a nuclear power under communism.

DR. GOLER

Three semester hours.

HI. 471. IDEOLOGY AND WORLD AFFAIRS

An examination of the ideologies of the twentieth century: nationalism, fascism, communism, and their conflicts with liberal democracy.

DR. GOLER

Three semester hours.

HI. 472. THE WORLD SINCE 1900

Designed to provide the student with the immediate historical background of his own time, it focuses attention on Europe and America, although Asian and African developments receive much attention.

MR. BLEWETT

Three semester hours.

HI. 481. HISTORIOGRAPHY

A study of the writing of history. Although due attention is given to method, the main orientation is toward the problems of interpretation as they have been encountered and solved by the great historians.

MR. DERRY

Three semester hours.

HI. 491. READING SEMINAR

The student surveys a broad area of historical research and becomes familiar with materials related to his field of specialization.

MEMBERS OF THE DEPARTMENT

Three semester hours.

HI. 492. READING SEMINAR IN UNITED STATES HISTORY

The student surveys a broad area of historical research and works intensively with the research of a selected area.

MEMBERS OF THE DEPARTMENT

Three semester hours.

HI. 493. COORDINATING SEMINAR

Studies in selected topics in social, political, cultural, economic, and religious history.

MEMBERS OF THE DEPARTMENT

Three semester hours.

GO. 101. UNITED STATES GOVERNMENT

The origin, development, and functioning of the government of the United States, with study of the Constitution, the functioning of the executive, legislative, and judicial branches, and the role of political parties.

MR. FITZGERALD, DR. HINCHEY,

MR. NORTON

Three semester hours.

EC. 101. PRINCIPLES OF ECONOMICS

Designed to enable students to evaluate policies which concern their own as well as local, national, and international economic problems.

MR. CISZEK

Three semester hours.

EC. 201. THE DEVELOPMENT OF ECONOMIC THEORY

An analysis of the development of economic theory from the late medieval origins of capitalism to the present. Special attention is given to the development of capitalism, socialism, and syndicalism.

Three semester hours.

EC. 202. POLITICAL ECONOMY

Examines the political impact of contemporary economic theories and problems. Emphasis is placed upon the current world conflicts between the capitalistic and radical socialistic powers.

Three semester hours.

GE. 101. PRINCIPLES OF GEOGRAPHY

Physical elements such as the origin and evolution of the surface features of the earth, the oceans and inland waters, and the atmosphere and its circulation are studied in an attempt to show how these factors control man's use of the earth's surface.

Three semester hours.

DEPARTMENT OF LANGUAGES

Chairman: A. TORRIELLI, Associate Professor

Instructor: R. ANDERSON; C. BENTAS; J. KRELL; R. STILLMAN

FRENCH

FR. 151. BASIC FRENCH

For students who have not previously studied French. The aims are basic oral expression, aural comprehension, and elementary reading and writing. One additional hour weekly in the language laboratory is required.

DR. TORRIELLI

Three semester hours.

FR. 152. BASIC FRENCH

Continuation of Fr. 151. which is a *prerequisite*.

DR. TORRIELLI

Three semester hours.

FR. 201. INTERMEDIATE FRENCH

Conducted largely in French, this course includes review and development of audio-lingual skills, writing, and reading. One additional hour weekly in the language laboratory is required. *Prerequisite*: achievement of an appropriate score on the placement examination, or completion of Fr. 151-152.

MRS. ANDERSON, MRS. KRELL

Three semester hours.

FR. 202. INTERMEDIATE FRENCH

Continuation of Fr. 201 which is a *prerequisite*.

MRS. ANDERSON, MRS. KRELL

Three semester hours.

FR. 211. MASTERPIECES OF FRENCH LITERATURE

Conducted entirely in French, the study of literature is combined with the improvement of oral and aural ability. *Prerequisite*: achievement of an appropriate score on the placement examination, or permission of the instructor.

MRS. ANDERSON

Three semester hours.

FR. 212. MASTERPIECES OF FRENCH LITERATURE

Continuation of Fr. 211 which is a *prerequisite*.

MRS. ANDERSON

Three semester hours.

FR. 301. READING COURSE IN FRENCH

For students who wish to acquire reading skill sufficient to interpret literary texts in the French language. *Prerequisite*: permission of the instructor.

DR. TORRIELLI

Three semester hours.

FR. 302. INTENSIVE READING COURSE IN FRENCH

Individual reading assignments are made in French texts most closely associated with the student's major interest: art, history, letters, music, science. Particular attention is given to the vocabulary of the selected area. *Prerequisite*: Fr. 301 or permission of the instructor.

DR. TORRIELLI

Three semester hours.

FR. 401. CONTEMPORARY FRENCH DRAMA

A survey of the principal trends in the modern theatre from the end of World War II to the present, with readings from such representative authors as Camus, Sartre, Anouilh, Beckett, and Ionesco. Conducted in French. *Prerequisite*: a reading knowledge of French or permission of the instructor.

MRS. ANDERSON

Three semester hours.

FR. 402. CONTEMPORARY FRENCH NOVEL

A survey of the trends in the French novel since World War II, with readings from Malroux, Sartre, Camus, and representatives of the "nouveau roman," chiefly Robbe-Grillet and Nathalie Sarrante. Conducted in French. *Prerequisite*: a reading knowledge of French or permission of the instructor.

MRS. ANDERSON

Three semester hours.

ITALIAN

IT. 151. BASIC ITALIAN

For students who have not previously studied Italian. The aims are basic oral expression, aural comprehension, and elementary reading and writing. One additional hour weekly in the language laboratory is required.

DR. TORRIELLI

Three semester hours.

IT. 152. BASIC ITALIAN

Continuation of It. 151 which is a *prerequisite*.

DR. TORRIELLI

Three semester hours.

IT. 201. INTERMEDIATE ITALIAN

Conducted largely in Italian, this course includes review and development of audio-lingual skills, writing, and reading. One additional hour weekly in the language laboratory is required. *Prerequisite*: achievement of an appropriate score on the placement examination, or completion of It. 151-152.

DR. TORRIELLI

Three semester hours.

IT. 202. INTERMEDIATE ITALIAN

Continuation of It. 201 which is a *prerequisite*.

DR. TORRIELLI

Three semester hours.

IT. 301. READING COURSE IN ITALIAN

For students who wish to acquire reading skill sufficient to interpret literary texts in the Italian language. *Prerequisite*: permission of the instructor.

DR. TORRIELLI

Three semester hours.

IT. 302. INTENSIVE READING COURSE IN ITALIAN

Individual reading assignments are made in Italian texts most closely associated with the student's major interest: art, history, letters, music, science. Particular attention is given to the vocabulary of the selected area. *Prerequisite*: It. 301 or permission of the instructor.

DR. TORRIELLI

Three semester hours.

SPANISH

SP. 151. BASIC SPANISH

For students who have not previously studied Spanish. The aims are basic oral expression, aural comprehension, and elementary reading and writing. One additional hour weekly in the language laboratory is required.

MISS STILLMAN

Three semester hours.

SP. 152. BASIC SPANISH

Continuation of Sp. 151 which is a *prerequisite*.

MISS STILLMAN

Three semester hours.

SP. 201. INTERMEDIATE SPANISH

Conducted largely in Spanish, this course includes review and development of audio-lingual skills, writing, and reading. One additional hour weekly in the language laboratory is required. *Prerequisite*: achievement of an appropriate score on the placement examination, or completion of Sp. 151-152.

MISS STILLMAN

Three semester hours.

SP. 202. INTERMEDIATE SPANISH

Continuation of Sp. 201 which is a *prerequisite*.

MISS STILLMAN

Three semester hours.

SP. 301. READING COURSE IN SPANISH

For students who wish to acquire reading skill sufficient to interpret literary texts in the Spanish language. *Prerequisite*: permission of the instructor.

DR. TORRIELLI

Three semester hours.

SP. 302. INTENSIVE READING COURSE IN SPANISH

Individual reading assignments are made in Spanish texts most closely associated with the student's major interest: art, history, letters, music, science. Particular attention is given to the vocabulary of the selected area. *Prerequisite*: Sp. 301 or permission of the instructor.

DR. TORRIELLI

Three semester hours.

CLASSICS

GR. 151. BASIC MODERN GREEK

For students who have not previously studied Greek. The aims are basic oral expression, aural comprehension, and elementary reading and writing. Conducted largely in Greek, this course provides a good foundation for advanced study in modern or classical Greek.

DR. BENTAS

Three semester hours.

GR. 152. BASIC MODERN GREEK

Continuation of Gr. 151 which is a *prerequisite*.

DR. BENTAS

Three semester hours.

LA. 201. INTERMEDIATE LATIN

A survey course in Latin including textual readings from Latin prose and poetry. Representative authors are: Cicero, Ovid, Virgil, Lucretius, Catullus, Horace, and Tacitus. *Prerequisite*: two or more years of Latin in secondary school.

DR. BENTAS

Three semester hours.

LA. 202. INTERMEDIATE LATIN

Continuation of La. 201 which is a *prerequisite*.

DR. BENTAS

Three semester hours.

CL. 401. CLASSICAL CIVILIZATION: GREECE

The life and thought of classical Greece, its political and social institutions, science and philosophy, literature, art, and religion.

DR. BENTAS

Three semester hours.

CL. 402. CLASSICAL CIVILIZATION: ROME

The life and thought of classical Rome, especially its political and social institutions as revealed in its law, government, legend, and religion.

DR. BENTAS

Three semester hours.

CL. 403. BYZANTINE CIVILIZATION

A survey of the significant changes in the Eastern Roman Empire, from the founding of Constantinople in the fourth century, A.D., to its fall in 1453 A.D. Special emphasis is placed not only on political and social history, but also on literature, religion, learning, and art.

DR. BENTAS

Three semester hours.

DEPARTMENT OF MUSIC

Chairman: E. GILDAY, *Professor*

Professor: W. FISHER

Associate Professor: P. BREGOR; D. PROCOPIO

Instructor: D. BRAVO; P. GAY; J. OGASAPIAN; W. TRAPHAGAN

Applied Music Instructors: D. BOUZIANIS; F. BUDA; M. CHALOFF;
D. FARNHAM; O. FLAGG; F. GAVIANI; W. GRASS; D. JUMP;
C. LINBLAD; I. LINBLAD; H. O'DONNELL; N. PAELLA; D. SMITH;
R. SUMMERS; W. WRZESIEN; M. ZUCKER

MUSIC HISTORY AND APPRECIATION

MU. 101. MUSIC OF WESTERN CIVILIZATION

A survey of music from the troubadours to the aleatoric music of the present. Significant forms, styles, and aesthetic concepts are examined. Chamber music, leier, opera, oratorio, symphonic music and other mediums are studied. Philosophies of music are examined against specific periods in history.

MR. BRAVO

Three semester hours.

MU. 151. MUSIC HISTORY AND LITERATURE I

A study is made of the development of the sacred and secular forms of music from the pre-Christian era up to the middle of the eighteenth century.

MR. BREGOR

Three semester hours.

MU. 152. MUSIC HISTORY AND LITERATURE II

Studies the music of the period from the middle of the eighteenth century to the present. The impact on music of the changing social philosophies is analyzed.

MR. BREGOR

Three semester hours.

MU. 401. MUSIC OF THE RENAISSANCE AND BAROQUE

A study of one of the most fruitful and interesting periods in history, showing the effect of the changing times upon music.

MR. BREGOR

Three semester hours.

MU. 402. MUSIC OF THE CLASSIC AND ROMANTIC ERAS

A study of significant social movements and their effect upon music from Hayden to Wagner.

MR. BREGOR

Three semester hours.

BASIC MUSIC

MU. 111. MUSIC EXPERIENCES I

Provides for the development of musical skills and understandings to further artistic growth and appreciation.

MR. OGASAPIAN

Two semester hours.

MU. 112. MUSIC EXPERIENCES II

Continuation of Mu. 111, progressing to an advanced level.

MR. OGASAPIAN

Two semester hours.

MU. 201. SIGHT SINGING AND DICTATION I

Concentrates mainly on solfege, developed by singing at sight, and on ear training, developed by rhythmic and melodic dictation.

MR. BRAVO, MR. GAY,

DR. PROCOPIO, MR. TRAPHAGAN

Two semester hours.

MU. 202. SIGHT SINGING AND DICTATION II

Continuation of Mu. 201.

MR. BRAVO, MR. GAY,

DR. PROCOPIO, MR. TRAPHAGAN

Two semester hours.

MU. 203. ADVANCED SIGHT SINGING AND DICTATION I

Continuation of Mu. 202, progressing to more difficult music, two-part melodic dictation, chordal dictation, and the study of the C clefs.

MR. BRAVO, MR. GAY,

DR. PROCOPIO, MR. TRAPHAGAN

One semester hour.

MU. 204. ADVANCED SIGHT SINGING AND DICTATION II

Continuation of Mu. 203.

MR. BRAVO, MR. GAY,

DR. PROCOPIO, MR. TRAPHAGAN

One semester hour.

MU. 211. FUNDAMENTALS OF MUSIC

The technical understanding and handling of music notation are brought about through exercises and through examples of music literature.

DR. PROCOPIO

One semester hour.

MU. 212. INTRODUCTION TO HARMONY

The foundation for the study of harmony is established by intensive study of scales, intervals, triads, and the simpler chordal progressions.

DR. PROCOPIO

One semester hour.

MU. 213. DIATONIC HARMONY

Continuation of Mu. 212, progressing to four-part harmonization of melodies using the primary and secondary chords, non-harmonic tones, and simple modulation as exemplified in the music of the eighteenth century. Harmonic analysis and creative work are integrated with the written exercises.

DR. PROCOPIO

Two semester hours.

MU. 214. CHROMATIC HARMONY

Advanced harmony, including secondary dominants, secondary seventh chords, altered chords, realization of figured basses, and chromatic modulation as exemplified in the music of the nineteenth century. Corresponding progress is made in the integrated studies: harmonic dictation, harmonic and structural analysis, and creative work.

DR. PROCOPIO

Two semester hours.

MU. 311. ORCHESTRATION

The study of instrumentation and orchestration, emphasizing score reading and the writing of music for all orchestral instruments individually and in combination.

MR. GAY, MR. TRAPHAGAN

Three semester hours.

MU. 316. EIGHTEENTH CENTURY COUNTERPOINT

The study of the vocal and instrumental polyphony of the eighteenth century, based on tonality. Choral and instrumental arranging in this style is emphasized. Representative music of the eighteenth century is analyzed from a contrapuntal point of view.

MR. TRAPHAGAN

Three semester hours.

PERFORMANCE

INSTRUMENTAL TECHNIQUES

MU. 221. INSTRUMENTAL CLASS: STRING

Intensive class instruction in the fundamentals of playing string instruments. The student is expected to gain skill for beginning teaching and demonstration purposes.

MR. BRAVO, MISS JUMP

Two semester hours.

MU. 222. INSTRUMENTAL CLASS: WOODWIND

Intensive class instruction in the fundamentals of playing woodwind instruments. The student is expected to gain skill for beginning teaching and demonstration purposes.

MR. SUMMERS, MR. WRZESIEN

Two semester hours.

MU. 223. INSTRUMENTAL CLASS: BRASS

Intensive class instruction in the fundamentals of playing brass instruments. The student is expected to gain skill for beginning teaching and demonstration purposes.

MR. GAY, MR. PAELLA,
MR. TRAPHAGAN

Two semester hours.

MU. 224. INSTRUMENTAL CLASS: PERCUSSION

Intensive class instruction in the fundamentals of playing percussion instruments. The student is expected to gain skill for beginning teaching and demonstration purposes.

MR. TRAPHAGAN

Two semester hours.

MU. 321. INSTRUMENTAL CONDUCTING

Advanced baton technique, score reading, and principles of instrumental interpretation. This is a laboratory course in the study of suitable music literature for small ensemble, orchestra, and band, and of the techniques of organizing instrumental programs.

MR. GAY, MR. TRAPHAGAN

Two semester hours.

CHORAL TECHNIQUES

MU. 231. ELEMENTARY CONDUCTING

Offers training in the technique of the baton as preparation for advanced instrumental and choral conducting. With laboratory experience, the student acquires knowledge of the basic problems of conducting, and their solutions.

MR. BRAVO, DR. GILDAY

Three semester hours.

MU. 331. ADVANCED CHORAL CONDUCTING

The many techniques involved in training and conducting a chorus are demonstrated, studied and practiced. A study is made of a wide repertoire of choral music.

DR. GILDAY

Three semester hours.

MU. 332. VOCAL AND CHORAL TECHNIQUES

Prepares the student to handle vocal problems on both an individual and group basis. Training is given in basic choral techniques such as diction, blend, pitch, balance, attacks, and releases.

DR. GILDAY

Three semester hours.

KEYBOARD TECHNIQUES

MU. 141. KEYBOARD EXPERIENCES

Designed to give the non-music major a functional proficiency at the piano, and to enrich his knowledge by means of the keyboard.

MR. BREGOR

Three semester hours.

MU. 241, 242, 243, 244, 245, 246. FUNCTIONAL PIANO

Students develop a functional proficiency at the keyboard through class-piano instruction, beginning in the freshman year and continuing until the required proficiency is attained.

MR. BREGOR, MR. SMITH

One semester hour.

SOLO TECHNIQUES

MU. 451. MAJOR PERFORMANCE: RECITAL CLASS I

The student presents a recital during his senior year which must demonstrate a high degree of proficiency in his field of applied specialization. The program is given publicly, or privately for a faculty committee. The course provides a laboratory in which are developed the techniques of stage deportment, program building, and critical analysis.

DR. GILDAY

One semester hour.

MU. 452. MAJOR PERFORMANCE: RECITAL CLASS II

Continuation of Mu. 451.

DR. GILDAY

One semester hour.

MU. 453. MAJOR PERFORMANCE: RECITAL CLASS III

Continuation of Mu. 452.

DR. GILDAY

One semester hour.

ENSEMBLES

MU. 261, 262, 263, 264, 265, 266, 267, 268. ENSEMBLE

Students must participate in any two of the following activities in each of the eight semesters, and must also earn two semester hours credit each in vocal ensemble and in instrumental ensemble.

One-half semester hour.

CONCERT CHOIR

Open to a limited number of students selected by audition. The members study a wide variety of choral compositions and perform frequently in public and at college functions.

DR. GILDAY

LABORATORY CHORUS

Includes all music concentrators who are not members of the Concert Choir, and other students who enjoy singing. Standard choral literature is studied and performed in public and at college functions.

MR. BRAVO, MR. OGASAPIAN,

DR. PROCOPIO

FESTIVAL CHORUS

Open to all students in the college who meet the requirements. Major choral works are studied and prepared for public performance. Qualified students perform as soloists in oratorio and advanced choral music literature.

DR. GILDAY

SYMPHONIC WINDS

Advanced instrumentalists are eligible for this ensemble and are selected by audition. Works from standard and contemporary repertoire are studied and performed in public. Opportunity is offered for ensemble and solo performance with band accompaniment.

MR. TRAPHAGAN

LABORATORY BAND

For students other than those who qualify for the Symphonic Winds. Provides ensemble experience on a band instrument, with the repertoire limited to elementary and intermediate material.

MR. GAY

ORCHESTRA

Advanced instrumentalists are eligible and are selected by audition. Besides its work on the standard orchestra repertoire, the orchestra serves as a laboratory for student compositions.

MR. BRAVO

SMALL ENSEMBLES

For students interested in small ensembles, string quartets, madrigal groups, brass or woodwind ensembles are organized to encourage study and performance in this type of musical activity.

MEMBERS OF THE DEPARTMENT

APPLIED MUSIC

MU. 271, 272, 273, 274, 275, 276, 277, 278.

Concentrators in music are required to take one half-hour music lesson each week of the semester from a member of the faculty for applied music. There are fourteen lessons each semester followed by an examination before a faculty committee.

MEMBERS OF THE

FACULTY FOR APPLIED MUSIC

One-half semester hour.

PROFESSIONAL MUSIC EDUCATION

MU. 381. MUSIC IN THE ELEMENTARY SCHOOL

Develops those skills, understandings, and knowledge of materials necessary in teaching children in the elementary school through the five areas of musical experience: singing, listening, rhythmic activity, playing, and creating.

DR. W. FISHER

Three semester hours.

MU. 382. MUSIC IN THE SECONDARY SCHOOL

Considers the development of a suitable music program for grades seven through twelve. The major topics include: the application of philosophy of music education to the secondary school; professional relationships; the aims, content, organization, teaching techniques and materials, and evaluation of required and elective courses.

DR. W. FISHER

Three semester hours.

MU. 383. EVALUATION IN MUSIC EDUCATION

The nature of measurement in music education, its purpose and value. A study is made of the various tests used in the music education program and of the statistical concepts needed for test construction and interpretation of test results.

DR. W. FISHER

Two semester hours.

MU. 391. SUPERVISION OF MUSIC EDUCATION

Examines the role of the director or supervisor of music. The topics studied are: principles of supervision, administrative duties and responsibility for curriculum development, scheduling, evaluating, purchase of equipment and supplies, and professional ethics and affiliations.

DR. W. FISHER

Three semester hours.

MU. 491. STUDENT TEACHING: ELEMENTARY SCHOOL

Student teaching of music in public elementary schools under skilled supervision. Provides experience for the student in applying the principles and techniques studied in the courses in music education, and in using the recommended materials.

DR. W. FISHER AND

MEMBERS OF THE DEPARTMENT

Four semester hours.

MU. 492. STUDENT TEACHING: SECONDARY SCHOOL

Student teaching of music in public secondary schools under skilled supervision. Provides experience for the student in applying the principles and techniques studied in the courses in music education.

DR. W. FISHER AND

MEMBERS OF THE DEPARTMENT

Four semester hours.

PHILOSOPHY AND PSYCHOLOGY

PH. 101. INTRODUCTION TO PHILOSOPHY

A survey of the basic problems of philosophy and the alternative solutions as represented in the thought of the more significant western philosophers.

DR. LYONS

Three semester hours.

PH. 401. MODERN PHILOSOPHY I

Selected readings of the major philosophical figures from Descartes to Hegel.

DR. LYONS

Three semester hours.

PH. 402. MODERN PHILOSOPHY II

Selected readings of the major philosophical figures from Schopenhauer to Bergson.

DR. LYONS

Three semester hours.

PH. 411. AMERICAN PHILOSOPHY

An intensive historical examination of the main figures in American philosophy from colonial times to the late nineteenth century.

DR. LYONS

Three semester hours.

See also: ED. 281. PHILOSOPHY OF EDUCATION

DR. LYONS

Ps. 101. GENERAL PSYCHOLOGY

A study of the dynamics of human behavior, including such factors as perception, emotion, motivation, personality, and social relations.

MR. NORRIS, MR. SCHULMAN

Three semester hours.

See also: ED. 202. PSYCHOLOGY OF ADOLESCENCE

MR. NORRIS

ED. 203. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE

MR. NORRIS

DEPARTMENT OF PHYSICAL SCIENCE AND MATHEMATICS

Chairman: W. MALONE, *Professor*

Assistant Professor: T. CASEY; W. COPLEY

Instructor: L. ANDRUSAITIS; C. NIEUWEJAAR; C. WOLF

CH. 201. GENERAL CHEMISTRY I

A systematic study of the elements, their important compounds, and the laws and theories explaining chemical phenomena. Special emphasis is given to the relationship of the periodic system, the electromotive series, and the electronic concept of matter.

MR. CASEY

Four semester hours.

CH. 202. GENERAL CHEMISTRY II

Continuation of Ch. 201 with additional topics stressing chemical calculation and analysis. *Prerequisite*: Ch. 201.

MR. CASEY

Four semester hours.

CH. 301. ORGANIC CHEMISTRY I

The compounds of carbon and the generalized methods of synthesis. Stress is placed upon the significance of structural formulae, the classification of properties, and group reactions.

MR. CASEY

Four semester hours.

CH. 302. ORGANIC CHEMISTRY II

Continuation of Ch. 301.

MR. CASEY

Four semester hours.

MA. 101. GENERAL MATHEMATICS I

Unfamiliar number systems are developed and used with the fundamental processes. Problems based on principles of algebra, trigonometry, logarithms, and ratio are used to generalize and extend the fundamental concepts of the exponential number system.

MR. ANDRUSAITIS, MR. COPLEY,
MR. NIEUWEJAAR

Three semester hours.

MA. 102. GENERAL MATHEMATICS II

Continuation of Ma. 101, which is a *prerequisite*.

MR. ANDRUSAITIS, MR. COPLEY,
MR. NIEUWEJAAR

Three semester hours.

MA. 201. MATHEMATICAL ANALYSIS I

A systematic study of many different modes of variation wherein the student discovers exact relations between varying quantities, and devises suitable methods of making any necessary calculations. The course includes topics from elementary analytic geometry, elementary calculus, and trigonometry.

MR. ANDRUSAITIS

Three semester hours.

MA. 202. MATHEMATICAL ANALYSIS II

Continuation of Ma. 201 with emphasis on topics in probability and statistics. *Prerequisite*: Ma. 201.

MR. ANDRUSAITIS

Three semester hours.

PY. 101. PHYSICAL SCIENCE I

Presents those theories and principles necessary for the non-scientist's understanding of the many developments in chemistry.

MR. CASEY, MR. HUBBARD,
DR. MALONE

Three semester hours.

PY. 102. PHYSICAL SCIENCE II

Continuation of Py. 101 with topics from physics, including astronomy, light, electricity, and nuclear science.

MR. HUBBARD, DR. MALONE,
MR. WOLF

Three semester hours.

PY. 103. DEVELOPMENT OF SCIENTIFIC THOUGHT

Presents the highlights of the advance of science and scientific achievements through the years. Stress is placed upon the non-technical treatment of subjects.

DR. MALONE

Three semester hours.

PY. 201. PHYSICS I

Mechanics, heat, and sound.

DR. MALONE, MR. WOLF

Four semester hours.

PY. 202. PHYSICS II

Light and electricity. *Prerequisite*: Py. 201.

DR. MALONE, MR. WOLF

Four semester hours.

